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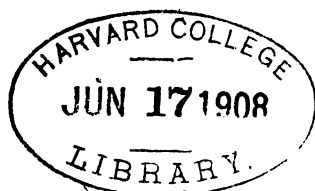
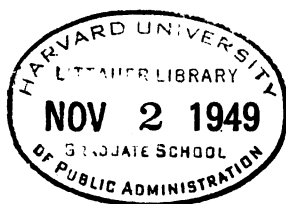
SCHOOL DOCUMENT NO. 19—1886.

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF BOSTON.

1886.



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REPORT.

The committee appointed to prepare the annual report of the School Committee for the year 1886 respectfully submit the following: —

The committee refrain from discussing educational theories, or suggesting radical changes, believing that this does not come within the scope of their duty, which they interpret to be simply that of chroniclers of the more important measures which have during the past year received the attention of the Board, including a brief statement of the present condition of the schools, with such changes as may have been effected during the year. We believe that the public schools are to-day in a generally good condition.

STATISTICS.

The following tables show the number of schools of various grades, the number of teachers employed, and the number of pupils attending for the past year: —

Number of persons in the city between five and fifteen

years of age May 1, 1886	70,090
Increase for the year	1,388

NORMAL SCHOOL.

Number of teachers	.	.	.	.	.	.	.	5
Average number of pupils belonging	.	.	.	.	.	.	.	111
Average attendance	.	.	.	.	.	.	.	106

LATIN AND HIGH SCHOOLS.

Number of schools	.	.	.	.	.	.	.	10
Number of teachers	.	.	.	.	.	.	.	100
Average number of pupils belonging	.	.	.	.	.	.	.	2,563
Average attendance	.	.	.	.	.	.	.	2,449

GRAMMAR SCHOOLS.

Number of schools	.	.	.	.	.	.	.	51
Number of teachers	.	.	.	.	.	.	.	667
Average number of pupils belonging	.	.	.	.	.	.	.	29,818
Average attendance	.	.	.	.	.	.	.	27,197

PRIMARY SCHOOLS.

Number of classes	.	.	.	.	.	.	.	459
Number of teachers	.	.	.	.	.	.	.	459
Average number of pupils belonging	.	.	.	.	.	.	.	24,452
Average attendance	.	.	.	.	.	.	.	21,345

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

Number of teachers	.	.	.	.	.	.	.	10
Average number of pupils belonging	.	.	.	.	.	.	.	77
Average attendance	.	.	.	.	.	.	.	67

EVENING SCHOOLS.

Number of schools	.	.	.	.	.	.	.	14
Number of teachers	.	.	.	.	.	.	.	119
Average number of pupils belonging	.	.	.	.	.	.	.	3,281
Average attendance	.	.	.	.	.	.	.	2,204

EVENING DRAWING SCHOOLS.

Number of schools	.	.	.	.	.	.	.	5
Number of teachers	.	.	.	.	.	.	.	21
Average number of pupils belonging	.	.	.	.	.	.	.	572
Average attendance	.	.	.	.	.	.	.	488

SPECTACLE ISLAND.

Number of teachers	.	.	.	.	.	.	.	1
Average number of pupils belonging	.	.	.	.	.	.	.	17
Average attendance	.	.	.	.	.	.	.	15

RECAPITULATION.

Number of schools : —

Regular	.	.	.	.	.	.	.	521
Special	.	.	.	.	.	.	.	21

Number of teachers : —

Regular	.	.	.	.	.	.	.	1,185
Special	.	.	.	.	.	.	.	197

Average number of pupils belonging : —

In regular schools	.	.	.	.	.	.	.	56,943
Special schools	.	.	.	.	.	.	.	3,947

Average attendance : —

In regular schools	.	.	.	.	.	.	.	51,076
Special schools	.	.	.	.	.	.	.	2,773

EXPENDITURES.

The following table shows the amount expended by the School Committee, the number of pupils, and the average cost per pupil for the ten years ending May 1, 1886: —

Year.	Expenditures.	Income.	Net expenditures.	No. of pupils.	Rate per pupil.
1876-77 . .	\$1,625,199 73	\$21,999 03	\$1,503,200 70	50,308	\$29 88
1877-78 . .	1,455,687 74	30,109 31	1,425,578 43	51,759	27 64
1878-79 . .	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
1879-80 . .	1,416,562 00	49,090 28	1,367,471 72	53,981	25 34
1880-81 . .	1,413,768 96	73,571 08	1,339,992 88	54,712	24 49
1881-82 . .	1,392,970 19	69,344 08	1,323,626 11	55,638	23 79
1882-83 . .	1,413,811 66	73,278 56	1,340,533 10	57,554	23 29
1883-84 . .	1,452,554 38	79,064 66	1,373,789 72	58,788	23 37
1884-85 . .	1,507,394 03	39,048 26	1,468,345 77	59,706	24 59
1885-86 . .	1,486,237 20	31,213 34	1,454,023 86	61,259	23 74

The Joint Committee on Accounts and Supplies submitted to the Board, in February, 1886, the estimates of the amount which would be required to meet the expenses of the public schools for the financial year, — May 1, 1886, to May 1, 1887. These estimates were prepared with the purpose of asking for the least amount thought necessary to meet expenses. These estimates were unanimously approved by the Board and submitted to the City Council. The amount asked for was \$1,529,118. The City Council granted the sum of \$1,484,000, which was \$45,118 less than the estimates called for.

The Mayor, in an official circular, called the attention of the different departments to the fact that the appropriations had been decided upon, and that each department would be held to a strict accountability; that no money could be expended beyond the amount appropriated, and that every department was expected to arrange its work and payments so that

there should be no embarrassment during the closing months of the financial year. The School Board, immediately upon the receipt of the Mayor's communication, instructed the Committee on Accounts to consider and report as to the reductions for the year which could be made with the least detriment to the schools, in order to conform to the appropriations as granted by the City Council. The Committee on Accounts reported recommending extra precautions in the appointment of teachers; that no general increase be made in the salaries of janitors (which the estimates had provided for); that the Committee on Manual Training be limited in their expenditures to \$2,500 (the estimates providing for an expenditure of \$6,000); that the Committee on Evening Schools reduce the expenses of the schools under their charge as far as practicable; that the salaries of officers and instructors be adopted in such a manner that if it became necessary a reduction of ten per cent. could be made in the salaries for the month of March, 1887, and that the principals of schools be requested to bear in mind the limited appropriations in ordering school supplies. These recommendations were approved by the Board and carried into effect. It was imperative that strict measures should be adopted to insure the success of the department in keeping within the appropriation allowed. By strictly adhering to the recommendations made, and by reason of vacancies caused by death, which have not been filled, it is confidently hoped that it will not be necessary to resort to the extreme measure of reducing salaries. It has been a year of anxious solicitude.

The desire on the part of all has been to loyally carry out the conditions imposed.

NORMAL SCHOOL.

At the close of the school, in June last, all the pupils—83 in number—were graduated, and received, in addition to their diplomas, a certificate of qualification from the Board of Supervisors which made them eligible to serve as teachers in the public schools of the city.

In May last the School Committee learned, through an official communication from the City Council, that the sum of \$10,000 had been received from the trustees under the will of the late John H. Eastburn, of Boston, which sum was to be held in trust by the city, the income to be applied to aid deserving and poor scholars to finish their education, by pecuniary assistance, in the Normal School for females; that the fund thus created was to be known as the "Eastburn School Fund," the income thereof to be paid by the city treasurer to the School Committee, and to be expended by them for the purposes set forth in the will of the testator. The School Board accepted the trust, and the committee in charge of the Normal School have under consideration the preparation of rules for the disbursement of the income from this fund.

LATIN AND HIGH SCHOOLS.

The two Latin and nine High Schools supported by the city continue to be prosperous. At the

close of the year, in June last, there were 2,240 pupils attending these schools,—an increase of ten per cent. over the number belonging at the same time the preceding year. Four hundred and ninety-seven of these pupils graduated; a considerable number entering institutions of a higher grade, and the remainder embarking in various business pursuits. During the year the Committees on High Schools and Rules and Regulations were requested to report upon the expediency of amending the Regulations, so as to limit the out-of-school lessons of High-School pupils. This Joint Committee, after consultation with the principals, reported that the average time now given by the pupils in the High Schools did not exceed two hours a day, which the majority of the committee felt was a reasonable requirement. The principals expressed their opinions to the committee, that it was undesirable to fix a positive limit, by rule, for out-of-school study for pupils of the Latin and High Schools, because the attention of the teachers had been given to the subject, and their efforts directed to the correction of any excess in out-of-school study, and because such a rule would be difficult to enforce, and might easily be disregarded. The committee reported that they recognized the importance of guarding the health of the pupils from danger of overwork, or excessive study out of school; and they believed that this could be accomplished with the greatest benefit to the pupils and schools by encouraging the teachers to exercise a judicious interest in the matter, and holding them responsible for the practice of the greatest caution in assigning out-of-school lessons to

pupils. The Board adopted this report, and an order was passed directing the teachers to use every effort to reduce as much as possible the out-of-school study of their pupils; and that lessons to be learned out of school by pupils of Latin and High Schools shall be such as a scholar of average capacity can learn in two hours' study.

An important change in the instruction in French and German has been effected during the year. Heretofore there were employed four special teachers in French and one in German. These teachers devoted a stated number of hours to instruction in each school, each instructor following a course which seemed to him best, without any special reference to the manner and plan of work which his associates adopted. The Committee on High Schools gave their attention to the system and methods of instruction in the French and German languages in our High Schools, and in June last presented a report to the Board on the subject. The committee reported that, while the results obtained in these languages by our American teachers, supplemented by the work of the special or native teachers, were fairly good in some schools, they were unsatisfactory in others. There was a lack of uniformity of results, which ought to be remedied. They were of the opinion that the services of the special or native teachers ought not to be dispensed with. These native teachers admirably supplement the work of the regular teachers when they fully understand their legitimate functions, and comply strictly with the wishes and instructions of the committee. They make the

knowledge of the pupil more available, and accustom the ear to the sounds of a living language as spoken by a native, and so enable him to use practically whatever knowledge he possesses more correctly and satisfactorily than would be possible from the instruction of American teachers alone, however able and faithful they might be. The policy of the city and of the Board is to make our public schools so efficient that no parent who desired the best education for his child would deprive him of the manifest advantages of public-school instruction. The committee further reported that they believed this department could be made very much more efficient; that the results of the work would be more uniform; that there would be a reduction of expense, by employing a director and two native assistants, one in French and one in German. The report of the committee and its suggestions were adopted by the Board, and a director and two assistants were elected. The plan went into operation in September last, and, though but a short time has elapsed since then, there are good reasons to believe that the change recommended by the committee will prove of great benefit to the pupils.

GRAMMAR SCHOOLS.

During the year the Martin School-house has been completed. The school was organized, and entered upon its work in December last. This increases the number of Grammar Schools to 52. The number of pupils who finished the course in these schools, and received the diploma of graduation, in June last, was

1,800; of these, 1,173 were admitted to the High Schools.

Early in the year the attention of the Board was called to the question of regrading the sub-masters of the Grammar Schools, so as to restore the grades of sub-master and second sub-master, which formerly existed. Reports were presented in favor of and in opposition to the restoration of the former grading, and, after discussion, the Board voted not to make any change in the existing grade.

There have been several changes in the principals of the Grammar Schools during the year. The death of Mr. Lucius A. Wheelock caused a vacancy in the principalship of the Rice School, which was filled by the transfer of Mr. Delwin A. Hamlin, who was, at the time of his promotion, principal of the Bowdoin School. The latter position was filled by the election of Mr. Alonzo Meserve, for many years sub-master of the Prescott School.

The vacancy in the principalship of the Comins School, caused by the transfer of Mr. Charles A. Hill to the Martin School, was filled by the election of Mr. Myron T. Pritchard, who had served for several years as sub-master of the Comins School.

The retirement of Mr. Alfred Hewins from the principalship of the Everett School created a vacancy which was filled by the transfer of Mr. Walter S. Parker, formerly master of the Bennett School, and Mr. Henry L. Sawyer, formerly sub-master of the Dwight School, was elected principal of the Bennett School.

PRIMARY SCHOOLS.

There has been no special legislation during the year relative to this grade of schools. At the close of the year, in June last, there were 24,685 pupils belonging, 4,920 of whom were promoted to the Grammar Schools in September last.

EVENING SCHOOLS.

The city maintains one Evening High School and thirteen Elementary Evening Schools. These schools are under the immediate care of the Committee on Evening Schools. Certain schools are assigned to each member of the committee, for which he is held responsible. Reports are required each week from the principals to the sub-committees in charge as to the number of pupils belonging and other details, so that the committee is kept thoroughly informed, during the whole term, of the condition of the schools. One teacher is allowed for every fifteen pupils in the Elementary Schools, and one for every thirty pupils in the Evening High School, and an excess of ten in the former or twenty in the latter entitles the school to an additional teacher. Teachers are dismissed and schools are closed whenever the numbers fall below the standards fixed by the Regulations. The term of these schools begins on the last Monday in September, and ends on the first Friday in March. The schools are closed during the week preceding the first Monday in January. As many of the pupils attending the schools are required to work during the evenings of the week preceding Christmas, the committee

decided that it was for the best interests of the schools and the city to extend the vacation this year to two weeks. The term of the schools will be extended this year one week beyond the time for closing under the Regulations, on account of the extension of the vacation in December. The average number of pupils belonging to the Elementary Schools since the opening in September last is 2,034; the average attendance is 1,195, and the number of teachers is 95.

By the Act passed by the Legislature at its last session the establishment and maintenance of an Evening High School, hitherto permissive, is now mandatory in cities of 50,000 or more inhabitants. At the beginning of the term the Evening High School was reorganized. The former principal, Mr. Edward C. Carrigan, retired from the principalship, and was succeeded by Mr. Isaac F. Paul, who had served as an assistant in the school for several years. For the first time in the history of the school examination papers for admission were prepared by the Board of Supervisors and printed for the use of the applicants. The standard of admission was raised, and those only who could pass a satisfactory examination, and those who were graduates of the Grammar and High Schools, were admitted. The average number of pupils belonging to the Evening High School, since the opening in September last, is 1,524; the average attendance is 1,147, and the number of teachers is 20.

Twelve Elementary Evening Schools were opened. One new school, opened during the year, was established for the teaching of the English language to Germans who are unable to speak our language.

The school is located in the Sherwin School-house; the average number of pupils belonging to it is 50.

The Allston Evening School, having diminished in numbers below the standard authorizing its continuance, was closed by the order of the committee.

The following extract is taken from the last annual report of the Committee on Evening Schools: —

It has been the desire of your committee to provide better means for classification of pupils in the evening schools, so that there may be more class and less individual work. This has been carried out to a great extent, and is still being carried out under the direction of your committee. The difficulties attending such classification are patent to any one familiar with evening and day school work. The requirements of complete and entire classification in evening schools would, in many instances, require a greater number of teachers than the gross number of pupils would allow. We have a great many foreigners who attend evening schools for the purpose of learning the English language; and many adults, whom it would be necessary to place in classes with children, in which instances and special cases there has been a suspension of rules, and thus we have obviated some other difficulties; and your committee can only say that, as far as practicable, a system of classification is going on which, it is hoped, will, in future, form for its graduates a basis of promotion to the Evening High School.

HORACE MANN SCHOOL.

This school was established for the education of deaf-mutes. The State assumes a considerable portion of the expense, and pays to the city the sum of \$100 for each resident pupil, and \$105 for each non-resident pupil attending. The total expense of the school for the financial year ending April 31, 1886, was \$11,970.25. The amount received from the State

for tuition was \$7,612.71. Instruction in sewing is given, as in the other public schools. The pupils also receive instruction in cooking and manual training. The committee in charge, in their annual report recently presented, state that the chief wants of the school are a more general and systematic provision for industrial training, to form a part of the school course; and that a new building is greatly needed. With regard to the first subject the school will partake of all the increased opportunities given to the other public schools. It is understood that all the necessary steps have been taken to secure a new building for this school; the land, generously donated by the State for the purpose, has been accepted by the city; the necessary amount for the erection of the building has been appropriated; the plans have been prepared by the city architect, and approved by the Board, and it is hoped that the building will soon be erected and ready for occupancy.

The committee on the school close their report with these words: —

The State and the city, which unite in maintaining this school, have every reason to be content with it. Private interest in its behalf has not been unstirred. It has true and tried friends who have aided its teachers and its scholars more than we know, much more than they would wish us to tell. We commend the school to the renewed regards of State, city, and community. We ask for it a continually increasing share of that sympathetic concern which has founded and carried forward all our benevolent institutions, and which is deserved, we are glad to say, by none of them more than by this school.

MANUAL TRAINING.

The interest in this branch of public instruction increases year by year. It seems to many that the experimental stage has been passed, and that it is desirable and practicable to provide manual instruction to the pupils of our public schools without detriment to their regular work. An attempt was made at the beginning of the present financial year to obtain an increased appropriation for this branch of instruction; but the action of the City Council, reducing the amount asked for, has rendered it impossible to extend the work to any considerable degree.

The Manual Training School closed its second year in June last. The course of instruction has been somewhat extended, the interest of the pupils has increased, and the results attained are reported to be satisfactory. About 188 pupils attended the school during the year.

Last year the Board, upon the petition of Mrs. Quincy A. Shaw, voted to allow the pupils of the North-end schools to attend the School of Cookery on North Bennet street; and the liberal offer of Mrs. Augustus Hemenway, to furnish and maintain a School of Cookery in the Tennyson-street School-house, was accepted. The results of the work in these schools convinced the Board of their utility and necessity; and it was proposed that the city should assume the entire charge of the latter school in September last, and also open another school in South Boston. The limited appropriation rendered

this course impossible. The grateful acknowledgments of the Board are due to Mrs. Hemenway, who generously volunteered to again assume the expense of the Tennyson-street School for this year, on account of the reduction in the appropriations by the City Council, and also to Mrs. Shaw for her kind instruction and liberal donation to the North-end Industrial School.

By reason of the kind offer of Mrs. Hemenway the appropriation enabled the committee to open a cooking-school in South Boston. About 150 pupils per week attend the Boston School Kitchen No. 1 (Tennyson street); about 134 pupils per week attend the School of Cookery on North Bennet street; and about 400 pupils per week attend the Boston School Kitchen No. 2 (South Boston). These schools are of such benefit to their pupils that we trust more like them may be established in other sections of the city, either by public appropriations or private subscriptions; the latter means being by many considered preferable.

SEWING.

The Regulations provide that instruction in sewing shall be given, twice a week, for one hour at a time, to the fourth, fifth, and sixth classes of girls in the Grammar Schools, and that such instruction may be extended into other classes by the Board, on the joint recommendation of the Division Committee and the Committee on Sewing. In accordance with the Regulations, instruction in sewing, including cutting and fitting of garments, has been extended to the

upper classes of the Gaston, Norcross, and Shurtleff Schools, during the past year. There are now twenty-nine sewing teachers employed in the public schools, and the interest in this beneficial branch of industrial education has in no sense abated during the past year.

DRAWING.

The course of instruction in this branch has not been materially changed for several years. The instruction continues under the supervision of the director of drawing, Mr. Henry Hitchings.

The city maintains five Evening Drawing Schools, in which instruction is given in free-hand and mechanical drawing, ship-draughting, and modelling in clay. The course of study in these schools is systematically arranged, the interest of the pupils is increasing, and their attendance exceptionally regular, and the results obtained are satisfactory. The average number of pupils belonging to the schools this term is 570; the average attendance is 513, and the number of teachers employed 23.

MUSIC.

For nearly thirty years music has been a recognized study in our public schools. The question as to its rightful place in the school curriculum has not of late years been seriously questioned. Special attention was called to the instruction in music, when the Committee on Music, in 1884, presented the proposition to appoint five special instructors, instead of

a director and three special instructors. After the presentation of the special report of the Committee on Music on the appointment of five special instructors (School Doc. 5, 1884), and after an earnest discussion, the Board accepted the report, and elected five instructors, as recommended.

In March last an order was passed by the Board, that the Superintendent and Board of Supervisors be requested "to institute an investigation into the methods and the efficiency of the instruction in music in the public schools, for the purpose of ascertaining whether there is a substantial uniformity in the results obtained, and whether any changes can be suggested which will be likely to improve this branch of the service, and to report what reorganization may be necessary to effect such improvement." The Superintendent submitted the report called for in the above order, making certain suggestions as to recasting the course of study; the application of proper tests to individual pupils; the use of supplementary material; better preparation of teachers for their work; meetings of music instructors, etc. The suggestions were referred to the Committee on Drawing and Music. The Committee on Drawing and Music in their last report allude to the subject as follows:—

Following out the suggestion of the Superintendent your committee prepared a set of rules for the guidance of the instructors in music, and further provided that they should hold stated meetings of their Board, which meetings should be presided over by the Superintendent of Schools.

HYGIENE.

The course of instruction in physiology and hygiene, as amended to conform to the provisions of the law passed two years ago, is being carried out in all the schools.

The instruction is under the special direction of the instructor in hygiene, who has served more than a year in his present position. The importance of providing for the health of our pupils is unquestionable, and beneficial results have already been realized through the attention of the instructor in hygiene and by conforming to his recommendations.

For the details of the work in this department we refer to the special reports of the instructor in hygiene.

TENURE OF OFFICE OF TEACHERS.

As this subject has been prominently brought before the Board by the law passed by the Legislature during the year, it may not be out of place to briefly review the legislation of the Board in regard to it.

In 1879 a special committee was appointed with full authority to examine into every department of the school system of the city, to ascertain what, if any, changes could be made, by which the efficiency of the schools might be increased. In the sixth report of this committee, presented to the Board in May, 1879, it was suggested that the Committee on Rules and Regulations be instructed to report such amendments to the Rules and Regulations as to provide for the classification of the instructors, so that

one-third of them should be elected for a term of three years. This suggestion was adopted, and, in accordance with the order of the Board, the Committee on Rules and Regulations presented a report in July, 1879, recommending that all instructors elected after the year 1880, except those chosen to serve out unexpired terms, should hold their offices for the term of three years. It was also suggested that, in reporting upon the nomination of teachers, the Committee on Nominations should assign each candidate to one of three classes, dividing those of the several ranks as nearly equally as practicable, each class to be designated and nominated as follows: —

Class A to be nominated for one year in 1880, and for three years thereafter.

Class B to be nominated for two years in 1880, and for three years thereafter.

Class C to be nominated for three years in 1880, and for three years thereafter.

The committee reported the necessary amendments to the Rules and Regulations to carry out the above recommendations. After consideration the Board accepted the report, and the Rules and Regulations were accordingly amended in July, 1879. In October of the same year the Board passed an order that the Committee on Rules and Regulations be requested to report amendments by which teachers after election should hold their positions during good behavior, and that previous to election each regular teacher should be placed on probation for a suitable length of time; also to report rules by which incapable or unfit teachers may be removed during pro-

bation and after election. The Committee on Rules and Regulations presented a majority report against the proposition to elect teachers as suggested, and, also, a minority report in favor of electing teachers during the pleasure of the Board. The City Solicitor having given an opinion that teachers must be elected annually the matter was finally dropped, and in April, 1880, the Board amended the Rules and Regulations, restoring the annual election.

By the Act recently passed by the Legislature it is not improbable that the School Committee of 1887 will have the subject before them for consideration.

COURSES OF STUDY.

Much attention has been given to the subject of the courses of study during the year. In compliance with an order passed by the Board in 1885 the Committee on Examinations devoted a considerable amount of time to the revision of the courses of study for the Grammar and Primary Schools, and in March last submitted a slightly modified course of study for these schools, which was adopted by the Board. The Committee on Examinations were granted further time in which to present revised courses for the other grades of schools. In the month of April a resolve was presented to the Board, and referred to the Committee on Examinations, whereby this committee was requested to inquire and report whether it is not practicable to reduce and simplify the studies and exercises now prescribed under the head of

arithmetic. No report has yet been presented by the committee; but the subject has received their attention, and a report upon this important subject, and upon the general question of the courses of study in all the schools, may be expected early in the next year.

During the year the Board has lost the service of one of its most faithful and conscientious members through the resignation of Mr. George H. Plummer, on account of ill-health. Mr. Plummer was a member of the School Committee continuously for more than fifteen years, and during that time served upon some of its most important committees, giving his time cheerfully and devotedly to his work, and his resignation, especially on account of its cause, was greatly regretted by the Board. The Board has also recently lost, by withdrawal from the service, Mr. Alfred Hewins, one of its most highly respected and faithful masters. Mr. Hewins had been a teacher in our public schools for thirty-four years, and for the past twenty-five had served as master of the Boylston, Bowditch, and Everett Schools. He retires to private life with the highest respect of the Board and the veneration and love of his many pupils.

Your committee regret to record the death during the year of the late John D. Philbrick, LL.D., for twenty years Superintendent of our public schools. His work is so stamped upon our school system that it would seem superfluous to review it here. As was expressed in the resolutions adopted

by the Board upon the sad intelligence of his death, "In his forty-five printed reports he has placed upon the files of this committee a lasting memorial of his learning, his good sense, and his sanguine hopes. These, with their wise suggestions, drawn from his experience and observation of the progress of education at home and abroad, will afford light upon many questions, and bear fruitful testimony to his ability and character for many years to come."

Closely following the announcement of the death of Mr. Philbrick came that of Mr. Lucius A. Wheelock, for many years one of our most faithful and earnest masters, and at his death the beloved principal of the Rice School.

Within a brief interval of a few months we were called upon to mourn the loss of a constant and zealous friend of our public schools, the late Charles C. Perkins, for many years an honored member of the Boston School Committee. His long term of faithful service on this Board, his untiring devotion to the cause of education, his most successful labors in the department of music and drawing, his genial presence and strict impartiality, won for him the respect and affection of us all, and justly place him in the front rank of the benefactors of our public schools.

In little more than a month from the death of Mr. Perkins the Board and the community sustained a great loss in the decease of Miss Lucretia Crocker, a Supervisor in our public schools from the institution of that office. Her pure character, her untiring devotion, her quiet, conscientious, and effective work,

have left substantial proof of her ability and faithfulness in her profession. We cannot express our appreciation of Miss Crocker and her work better than to quote the following words contained in the resolution adopted by the Board at the time of her decease: "The best of herself, morally and intellectually, has been freely given to her duties, and her success in fulfilling them is all but universally and cordially acknowledged. Her work is done, and yet it is not over. It will go on for many a year to come, as she is remembered by those associated with her on this Board and in the Board of Supervisors, and yet more deeply and tenderly by the teachers and pupils among whom she has gone in and out as a welcome counsellor and friend."

EDWIN H. DARLING,
FRANCIS A. WALKER,
SAMUEL ELIOT.

SIXTH ANNUAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC SCHOOLS
OF THE
CITY OF BOSTON.

MARCH, 1886.

REPORT.

To the School Committee:

The Superintendent of Public Schools has the honor to submit his sixth annual report.

From the statistics for the half-year ended January 31, 1886, we learn that the number of pupils belonging at that date was 57,599, an increase of 1,529 over the number belonging one year before. In the Latin schools there were 545 pupils, a gain of 12; in the high schools 2,084, a gain of 163; in the grammar schools 30,082, a gain of 644; and in the primary schools 24,888, a gain of 710. The normal school, not included in the foregoing statement, had 114 pupils against 111 one year before, and 98 two years before.

One special school, that for "licensed minors," was abolished at the end of the last school year, and its pupils have been placed in the ungraded classes of the Eliot district. To provide for these and other such children, most of whom are ignorant of the English language, the number of ungraded classes in the Eliot and Hancock districts was, by special action of the School Board, increased to six, — four in the Eliot and two in the Hancock.

The decrease in the number of pupils five and six years old, in the primary schools, noted last year and

the year before, has ceased, and a slight increase is now recorded; but it is not great enough to offset the losses since 1883. By comparing the numbers of this year with those of one year ago, we find losses in the numbers of pupils seven, eight, nine, and ten years old; but gains in the numbers of all older pupils. By comparing the numbers of this year with those of three years ago (Jan. 31, 1883), we find losses in the numbers of all younger pupils up to and including those eight years old; but gains in the numbers of all older pupils. As the tendencies which these differences indicate should be carefully watched, it may be well to arrange the numbers here for comparison:

Pupils.	1883.	1886.	Difference.
Under five . . .	45	91	46 gain.
Five years old . . .	3,346	3,079	267 loss.
Six " " . . .	5,118	4,915	203 "
Seven " " . . .	5,906	5,628	278 "
Eight " " . . .	6,111	5,924	187 "
Nine " " . . .	5,932	6,197	265 gain.
Ten " " . . .	5,826	6,223	397 "
Eleven " " . . .	5,244	6,025	781 "
Twelve " " . . .	5,203	5,691	488 "
Thirteen " " . . .	4,530	5,073	543 "
Fourteen " " . . .	3,350	3,768	418 "
Fifteen " " . . .	2,136	2,520	384 "
Sixteen " " . . .	1,129	1,355	226 "
Seventeen " " . . .	518	663	145 "
Eighteen " " . . .	236	303	67 "
Nineteen and over . . .	93	144	51 "
	<hr/> 54,723	<hr/> 57,599	<hr/> 2,876 gain.

The loss in the number of pupils under eight years old has of course fallen on the primary schools; but, as these schools have more pupils now than they did three years ago, it follows that the increase in the number of older pupils is even more considerable than the decrease in the number of younger pupils. And so indeed we find :

Pupils in the primary schools,

	1883.	1886.	Difference.
Nine years old . . .	3,021	3,500	479 gain.
Ten " " . . .	1,191	1,636	445 "
Eleven " " . . .	317	576	259 "
Twelve " " . . .	131	175	44 "
Thirteen and over . . .	45	63	18 "
	<hr/> 4,705	<hr/> 5,950	<hr/> 1,245 gain.

Thus we see the whole number of pupils nine or more years old in the primary schools has increased from 4,705 to 5,950 in the last three years. This is a remarkable change, but it is in the wrong direction. The matter should be looked to. Efforts should be made to expedite the preparation of these older children for the grammar schools. Wherever they can be separated from the younger children and taught in divisions by themselves, as would be quite easy in the larger districts, this should be done. In some districts advantage could be taken of the ungraded class; in others ungraded classes could be formed for their sake. It is important that some such measures be taken, not merely to help these older

children along, but to relieve the Primary Schools of their presence, which is oftentimes seriously objectionable.

If we compare the number of pupils in the grammar and primary schools respectively, we find the ratio to be as 121 to 100. This is just what the ratio has averaged during the last fifteen years; but it has varied in that period between 128 to 100, the highest, and 116 to 100, the lowest.

SCHOOL ATTENDANCE.

By the school census taken in May, 1885, there were in Boston 68,702 children between the ages of five and fifteen. Of these, according to the census-takers' report, 52,415 went to the public schools,¹ 8,352 to private or parochial schools, and 7,905 did not go to school at all during the year.

The special investigation made last year into the cases of these reported non-attendants has been repeated this year with results similar to those obtained then, but decidedly more trustworthy. The evidence was in much better condition, because the census-takers inquired more particularly into the causes of detention from school, and the truant-officers were earlier given the names, so that they made their in-

¹ The total number of pupils of all ages enrolled in the public schools during the year ending June 30, 1885, was reported as 62,644. By an estimate based on the numbers of each age actually belonging to school in June, 1885, we may set aside 5,889 of this total enrolment as representing pupils fifteen years of age and over. Thus we have left 56,755 as the total enrolment of pupils of school age, which is 4,310 more than the census number. This difference is too large to be satisfactory.

quiries before, instead of after, the summer vacation. Moreover, there were two independent reports, one by the census-taker and one by the truant-officer, on every case. The consequence has been that conclusions based on conjecture, or on slight and uncertain evidence, are far less frequent than they were last year. Even when the evidence is conflicting there have been good reasons in many cases for deciding in accordance with one report or the other. The method of investigation has been the same as that used last year, and need not again be described. (See last year's report, School Document No. 4, 1885, page 57.)

Of the 7,905 non-attendants reported this year, 5,435 were five or six years old, 1,170 were fourteen years old, and 1,300 were from seven to thirteen years old.

These numbers are distributed by wards (old divisions), as follows:

Table showing the number of Children in each Ward reported as not having attended School during the year ending May 1, 1885.

WARDS.	Whole number between 5 and 15 years old reported as not attending school.	Number 5 and 6 years old.	Number 14 years old.	Number 7 to 13 years old; cases to be investigated.
1.....	410	315	50	45
2.....	476	345	57	74
3.....	246	162	39	45
4.....	356	230	55	71
5.....	189	140	24	25
6.....	286	149	59	78
7.....	164	89	33	42
8.....	369	233	45	91
9.....	103	71	8	24
10.....	196	128	49	19
11.....	125	96	9	20
12.....	283	151	103	29
13.....	649	359	150	140
14.....	592	403	90	99
15.....	354	265	35	54
16.....	269	191	39	39
17.....	276	172	56	48
18.....	191	126	25	40
19.....	577	408	91	78
20.....	367	299	20	48
21.....	304	238	28	38
22.....	383	274	56	53
23.....	324	268	19	37
24.....	278	221	20	37
25.....	138	102	10	26
Totals	7,905	5,435	1,170	1,300

A comparison of this table with that printed last year discloses the fact that the increase in the total number of non-attendants reported takes place chiefly in three wards, Ward 8 showing 369 cases against 54 last year, Ward 13 showing 649 against 36 last year, and Ward 21 showing 304 against none last year. Other differences are smaller, some being of increase, others of decrease, as might naturally be expected. The reason for the large differences in the three wards cited is to be found in the fact that this year the census-takers' work in these wards was thoroughly done, while last year it was not.

The number of cards issued to the truant-officers was 1,300, and all the cards were returned with reports on them. A careful comparison of those reports with the remarks found in the census books led to the following classification of cases:

(a) The first class, consisting of invalids, or those whose bodily or mental condition made attendance at school undesirable or impossible, numbered 503, two-fifths of them being but seven years old. In 75 of these cases the difficulty was said to be with the vaccination.

(b) The second class, consisting of those who were under care and instruction at home, numbered 173, seven-eighths of them being but seven years old.

(c) The third class did not quite correspond with the third class of last year, but it included those who were "lately arrived" (71 cases) or who were "waiting for room in a primary school" (21 cases), or who, being seven years old, were admitted to primary

schools in May or June. In no case did there appear to have been a neglect to comply with the law. This class numbered 105.

(d) The fourth class, composed of those who were reported "at work," or "helping at home," or "out of school without good reason," numbered 155. In 54 of these cases extreme destitution, with sickness or death of one or both parents, was reported. Technically here was disobedience to the statute, but who shall say the excuse is not sufficient? In 71 more cases there was no *reported* distress; but undoubtedly the family circumstances were such as to make detention from school highly desirable, even for the sake of the small wages the children could earn. Sometimes these children were reported as "well advanced" when they left school, and frequently they attended the evening schools; still, their absence from the day schools had clearly exceeded the limit fixed by the law. The remaining cases were chiefly those of persistent truants or of children inexcusably neglected by their parents. In all but three cases of this class the evidence shows a certain or probable failure to comply with the law; and it further shows, in one-third of the cases, extreme destitution and distress as the causes.

(e) The fifth class, numbering 58, was made up of those who were "in the city but a short time," "lately moved in and now gone away," "here on a visit," and so on. This class is smaller than the corresponding one of last year, because the interval between the census-taking and the truant-officers' inquiry was shorter; and, further, because all cases in which

the evidence suggested a suspicion of disobedience to the law were counted with the fourth or with the sixth class.

(*f*) The sixth class, numbering 278, consisted of those in whose cases the evidence was conflicting, the statements made by the truant-officer being at variance with those made by the census-taker. In the preceding five classes the two reports in every case were substantially congruent, leaving little or no doubt as to the conclusions to be drawn; but in this class one report must be preferred to the other, if good reason can be found for doing so, or else the conclusion must be left in doubt. A careful review of the cases in this class, one by one, leads me to these conclusions:

First, that in rather more than half (145) of the cases (the ages being from eight to thirteen, and the fact in question being a long enough attendance at school to satisfy the law) the truant-officers' reports are to be preferred, for the reason that they are circumstantial and explicit, especially as to dates, and are derived either from the school records or from the officer's personal knowledge. These reports show attendance at school at least twenty weeks during the year, and leave little or no doubt that the law was complied with.

Secondly, To these may be added twenty cases of children seven years old, whose non-attendance, even if proved, does not amount to a non-observance of the law.

Thirdly, There are sixteen cases in which attendance at school is the fact in dispute, but the decision

must be left in doubt for lack of explicit circumstantial evidence.

Finally, in about one-third, that is 97, of the cases the material fact in dispute is the age. The ages reported to the census-taker as being twelve and thirteen were reported to the truant-officer as fourteen or fifteen. Thus the question of age becomes the decisive element in the inquiry. But there is no easy way to settle this question: Even the school records, which are trustworthy on the question of actual attendance, are quite untrustworthy on the question of age. Neither the truant-officer nor the census-taker has any other information concerning the ages of children than that given by the parents, who appear to have made one statement in May and another in June. Bearing in mind the inducements there are to misrepresent the ages of children at the time when compulsory attendance is soon to cease, it is deemed safer in making an estimate to count these 97 cases as probable instances of disobedience to the law, although it must be admitted that further investigation might remove a considerable number from this category.¹

(g) The seventh class, numbering 28, consists mainly of those of whom the truant-officers could find no trace; but it includes two graduates of grammar schools, two committed for truancy to the House of Reformation, and one neglected child.

¹ I do not forget the register of births, nor the parish records of baptisms, which can be consulted; but I have not had the time to do so.

In tabular form the foregoing analysis of the 1,300 cases of reported non-attendants, appears thus:

CLASSES OF NON-ATTENDANTS.	AGES.							Total.
	7	8	9	10	11	12	13	
(a) Invalids	202	79	56	41	27	45	53	503
(b) Under care and instruction at home	151	13	3	2	2	1	1	173
(c) Lately arrived, or waiting for room in a primary school	46	17	6	6	3	11	16	105
(d) At work or at home	3	6	6	6	6	34	94	155
(e) Transient	19	8	2	3	7	7	12	58
(f) Evidence conflicting	20	10	7	9	12	67	153	278
(g) Not found, and miscellaneous . .	2	4	2	1	0	6	13	28
Totals	443	137	82	68	57	171	342	1,300

The number of certain or probable failures to comply with the law disclosed by this analysis is not greater than 286. This is one-third of the number (857) of children from eight to thirteen years of age reported as non-attendant. Last year the proportion was somewhat higher, namely $38\frac{6}{10}\%$. Under the circumstances, this approach to agreement is satisfactory. Of the two results, that of the present year is safer to take as a guide, because it is based on clearer evidence, and on a full investigation of all cases.

If to the number 286 we add, for reasons stated last year, one-third of the 1,170 reported fourteen-year-old non-attendants, we have 676 as the possible number of failures to obey the law, among the 68,702

children of the city between five and fifteen years old. This proportion is less than one per cent., or, if we count only children, who were subject to the twenty weeks' attendance law, it is about one and a half per cent.

It should be borne in mind that the foregoing are maximum estimates. The number 676, as above explained, contains many cases of unsolved doubt. It is, moreover, observable that five-sixths of all the cases of certain or probable failure to comply with the law are cases of children reported as thirteen or fourteen years old. Up to the age of thirteen the amount of inexcusable non-attendance is very slight indeed; beyond that point the child's labor begins to be valuable, the temptation to disregard the law becomes stronger, and the cases of disobedience, consequently, become more numerous.

Now, are these results satisfactory? Cannot and should not these cases of failure to comply with the law be wholly prevented? The answer to these questions will depend on the view we take of the law itself, and of its proper execution. There may be persons who will be satisfied with nothing short of perfect rigor, who will admit no excuse for non-attendance not expressly provided in the statute, and insist on school attendance in all unexcepted cases, at all hazards. This position is strong in logic, but deficient in charity. So long as sickness, bereavement, destitution, or ignorance — to say nothing of vice and crime — are present in the dwelling-places where children are, a perfect execution of the law is impossible except by inhumane agents. There are many cases where

the grim struggle for existence involves every child in the family old enough to earn a dime. No officers are so unfeeling as to increase the difficulties of such a struggle; and therefore it is only reasonable to expect that, in the absence of other relief, the school-attendance law will go unexecuted. If it be said that the public charities should give the help needed in such cases, the answer is, first, that they do not appear to have done so hitherto; and, secondly, even if they were now ready to do so, it would still be a serious question whether pauperization should be promoted for the sake of a little more schooling. The very point of the struggle in these cases is to live without the help of public charity.

But these questions open too wide a field of discussion for me to enter upon now. My aim is to make it clear that a perfectly rigorous execution of the present law cannot reasonably be expected. Among the cases actually investigated I find about fifty cases of great hardship; and among those not investigated, but still within the limit of age, I should have found about as many more. Therefore, he who would insist on a perfectly rigorous execution of the law in this city must, if he would be reasonable, first provide some way of relieving about a hundred cases of hardship. What these cases are may be gathered from the following selections:

No. 1191. Boy, eight years old. "The father of this boy has been out of work most of the winter and could not furnish all of his children with clothes and shoes. Two of the older ones are in school."

No. 1206. Girl, eight years old. "This family consists of three persons, mother and two daughters, one eight, the other four years old. The mother washes for a living, and is obliged to keep the oldest girl from school to take care of the other. Both will enter school in September."

No. 483. Girl, eight years old. "This girl has been taking care of three younger children while the mother goes out to work. There are three older children in school. She will go in September."

No. 837. Boy, nine years old. "Father blind. Goes with him peddling."

No. 524. Boy, ten years old. "This boy is a member of the Brimmer School. The mother says her children had to stay away from school. No clothing. No one working but the oldest boy, who says he is fourteen years and six months old."

No. 378. Girl, ten years old. "Came from Italy a year ago. Mother has been sick in bed until a month ago, and the girl has taken care of the house and family. Can talk but little English. But mother is better now, and girl will attend school in September."

No. 327. Girl, ten or twelve years old. "Has been kept at home to take care of small child. Mother keeps a stand on Atlantic avenue. The father sick for three years, and does not go out much. Three children in the family."

Nos. 197 and 198. Boy eight and girl ten years old. "The mother died a few months ago, and the father cannot get work to get the children clothes suitable to attend school."

No. 181. Boy, eleven years old. "This boy's parents are both dead. He lives with his grandmother. He has not had clothes suitable to attend school."

No. 690. Girl, twelve years old. "This girl's mother is dead. She has been kept at home to take care of the family of small children. They are very poor."

No. 375. Boy, twelve (?) years old. "Italians. None of them can talk English. A smart little interpreter says the father and mother both say the boy is fifteen years old. He cannot talk English. He plays a fiddle about the streets and supports the family of four persons, — one a sick brother."

No. 285. Girl, twelve years old. "The father and mother do nothing for her support. Obligated to support herself; works for her board. Mother at Deer Island. If father has more than he spends for rum, gives her a dollar."

No. 320. Girl, twelve years old. "Lives with her aunt, who says she cannot afford to send her to school. Attends the evening school in the winter. Has a father and mother, but they do not support her. They drink badly."

No. 434. Girl, twelve years old. "This family came from Ireland about two years ago. There are nine children, five of them younger than this one. When they arrived in New York the mother became insane, and afterwards died. They are very poor. This girl has to do the work in the house, and take care of the children. The three older ones are in school. Can read and write well."

No. 187. Boy, thirteen years old. "This boy's father is dead. There are five children in the family; so this boy is obliged to work to help support the family."

No. 688. Boy, thirteen years old. "This boy's father is dead. Family very poor. He is a telegraph boy, and has been during the past year."

No. 684. Girl, thirteen years old. "This girl's mother is sick, and has to keep Maggie at home to take care of her, as she is too poor to hire."

No. 220. Girl, thirteen years old. "This girl's mother is blind, and she is obliged to stay at home to do the work and care for her mother."

No. 170. Girl, thirteen years old. "This girl's father is dead, and her mother is in an insane hospital. The girl is obliged to work for her own support."

No. 440. Girl, thirteen years old. "Father and mother dead. Living with an uncle, whose wife is dead. She keeps house and takes care of an invalid child. Will go to school in September. Was thirteen years old last October, and has been out of school two years."

A SCHOOL NEEDED ON LONG ISLAND.

There were twenty-three children from five to twelve years old found by the census-taker on Long Island, in Boston harbor, for whom no school accommodations exist. These children ought not to be neglected. They are too young to be sent to the city proper to board and get their schooling, as some

of the older children were sent in past years, and, meanwhile, they are learning nothing. It would seem that the city of Boston is not discharging her full duty under the statutes if she leaves a number of children cut off from schools to grow up in ignorance. One room and one teacher are needed. Now that the island has become the property of the city, the difficulties which have heretofore prevented the establishment of a school should exist no longer.

THE TRUANT-OFFICERS.

The truant-officers' work under the new rules has gained both in efficiency and in value. The work is more thoroughly done, and the kind of work done is better worth doing. The new plan provides that the most important duties shall be first attended to. Instead of permitting the officers' time to be frittered away on trivial cases, it withholds their aid whenever the teacher does not allege a suspicion of truancy or assign some other good reason for requesting the officers' assistance. By requiring in each case a blank to be properly filled, signed by the teacher, and countersigned by the principal, a degree of security is taken against unnecessary calls for truant-officers' service. Already the evils growing out of former loose practices are disappearing; which may be taken as an indication that the purpose of the new rules is beginning to be understood and appreciated. We now no longer hear of an officer's being requested to inquire about all the children who happen to be absent on a particular morning, but some proper dis-

crimination appears to be exercised in referring cases to him for investigation. There is good reason to expect that whatever evils may yet linger in this branch of school administration will soon disappear.

The new rules require the truant-officers to meet once a month with the superintendent for consultation. It is fair to expect that the superintendent may be of service to the officers in such consultations, and it is certain that they have rendered important service to him in relation to some of his duties; in particular, that of investigating the number and condition of children in the city not attending school. These meetings are held on the first Saturday of each month.

CHILDREN AT WORK.

The truant-officers' duty, prescribed by the Public Statutes (Ch. 48, Sect. 5), in relation to children employed in manufacturing, mechanical, and mercantile establishments, has this year been performed in the most thorough manner possible. On the seventeenth of November the officers began a regular canvass of the whole city, going from door to door, visiting every place where children were employed, and making the investigations required by law. "It gives me satisfaction to state," reports the chief officer, "that in all the establishments¹ visited by the officers, they were not only listened to with respect, but encouraged also in their work; and the feeling seemed general to comply with the law as soon as explained."

¹ Except two; and with reference to one of these it is a question whether the "establishment" comes within the meaning of the statute.

For the information of employers and parents not familiar with the laws, — and many such were found, — printed copies of the statutes relating to the employment of children were distributed by the officers wherever such information appeared to be needed. The prevalent ignorance of the particular statute that requires an employer to keep on file certificates of the ages of all children in his employ less than sixteen years old was strikingly indicated by the lively demand for such certificates which sprang up suddenly, and lasted as long as the visitation was in progress. The requirement relative to the twenty-weeks' attendance certificates is much better known, and is generally well observed.

The whole number of children visited, and whose names, ages, and residences were reported, was 2,288.¹ Of these 1,023 were fifteen years old; 857 were fourteen; 272 were thirteen, and 136 were twelve. The residences were mostly in Boston. Of the children fourteen and fifteen years old, 904, or 48 per cent., were found without certificates of age on file, as required by law. Of the children twelve and thirteen years old, 69, or 17 per cent., were found without the required certificates of twenty weeks' attendance.

Nearly half of the children visited were employed in the larger retail dry-goods stores, in the telegraph and district-messenger offices, and in other such establishments. Employers of this class are familiar

¹ I have learned, since writing this, that 67 should be subtracted from the total, as that number of children were attending school and only working *out of school hours*.

with the laws, and are careful to comply with them. Only such exceptions as might have been due to occasional oversight were found. The other half of the children visited were employed, one, two, or three — never many — in a place. They were errand-boys, office-boys, door-tenders, cash boys or girls in small retail stores, or they were hands in various small mechanical industries. In their cases the law relating to certificates had generally been neglected. Most of the employers had never had their attention directed to the law, and were glad to be informed, expressing a readiness to observe its requirements thenceforth. There is good reason now to believe that the law is fully complied with.

It was at first rather surprising to learn that so few of the children at work were under fourteen years of age, and so subject to the law requiring each year twenty weeks' attendance at school. There were found only 408 such children; and yet this fact agrees with another, also somewhat surprising when it first appeared, that the number of pupils discharged holding certificates of twenty weeks' attendance is small. These two facts seem to prove the truth of the assertion sometimes made, that employers now, more than formerly, prefer to take children whose age exempts them from further attendance at school.

OVERPRESSURE.

That injury to health may result from too much study required, or supposed to be required, by school tasks is a fact we are not at all likely to forget, since

there are never wanting those who will privately or publicly bring the instances to our knowledge. A "case in point" is altogether too tempting for the sensational writer or speaker not to enlarge upon it. The difficulty, however, with most of these "cases in point" is that they are no cases at all. They do not bear investigation. The impaired health proves to be due, not to overpressure in school, but to quite other causes. To see that this is so, one has but to look about him.

One day while visiting a class of young children, from eight to eleven years of age, in a primary school, I listened to their reading lesson, which chanced to be a description of the coffee tree and its fruit. In the familiar conversation that followed, the children were asked how many drank tea or coffee at home. Nearly all the hands were up. "But," I said, "I do not mean how many drink tea or coffee once in a while, I suppose you are all allowed to drink them now and then; I mean how many drink tea or coffee every day regularly at meals." Not quite so many hands went up. Still, four-fifths of the children indicated that such was their habit. I afterwards expressed some surprise to the teacher, because the children were apparently from well-to-do families, where intelligent care of children's diet might fairly be expected. But the teacher assured me that the answer I got was in all probability the true one.

Less surprising was another incident that recently came to my knowledge.

Some forty children from the poorer parts of the

city were taken into the country to enjoy a summer's day on a farm, where Jersey milk and butter, nice home-made bread, and other good things in abundance, were offered them. All these children declined the milk as a beverage and preferred tea.

How prevalent this tea-drinking and coffee-drinking habit may be among young children I am not prepared to say; but the indications are that it is far more prevalent than people are apt to suppose. However this may be, there is fair ground for one suggestion. When these tea and coffee drinking children begin to break down, and suffer with nervous disorders, I trust their doctors will not lay it to "confinement and overpressure in school."

Another line of thought is suggested by a conversation recently repeated to me by the teacher with whom it took place. If the home employments are of the same sedentary and mentally exacting nature as those of the school; if exercise in out-door amusements, or in housework, or in some other kind of activity is not used to restore tone and balance to the vital forces, the inevitable consequence is broken health; and to avert it either the home employments must be changed or the school must give way. It is of course for parents to choose the one or the other; and they may very properly consider the ends to be gained by the home employments more valuable than the ends to be gained by the school employments; but it is folly in them to expect both. The price of good intellectual training is mental application in school work, but if the price is not paid the benefit cannot be had.

The conversation was as follows:

Pupil. Will you please excuse me for not having my history lesson this morning? The doctor says I am studying too much, and must give up some of my studies.

Teacher. Yes, I will excuse you. By the way, did I not excuse you the other day for not having prepared some of your lessons?

P. You did. I was cashier at the fair, and hadn't time to get the lessons.

T. Did you make some little articles for that fair?

P. Yes, I made several.

T. Do you go out evenings?

P. Not often.

T. Have you any regular evenings out?

P. There are two evenings in the week when I generally go out.

T. How late do you stay out?

P. Not later than ten o'clock. Mother will not allow me to stay out later than that.

T. Are you sometimes out on other evenings beside your regular ones?

P. Sometimes.

T. Do you take music-lessons?

P. Yes, on the piano.

T. How much do you practice?

P. Two hours a day.

T. Do you help your mother with the house-work?

P. No, I have other things to do.

T. What, for instance?

P. Practising pieces for the Sabbath-school concert.

T. Now, after all you have told me, do you really think it is too much school work that is hurting you?

P. I don't know; the doctor says it is.

It would be easy to multiply anecdotes — any experienced teacher can give them by the hundred — all going to show how “overpressure in school” is made the scapegoat for loads of sin against hygienic law.

It should not be forgotten that children go into the schools in all degrees of health or debility; that the home regimen is of all grades, from that which is wholesome down to that which defies all rules of health; and that the natural consequence of such conditions must often be inability to do even the most moderate school tasks. Cases of failure would occur under the mildest general requirements that anybody would venture to propose. They are not to be met by general provisions, but rather by individual treatment; they should be left to teachers and parents in consultation.

A more important question for the school authorities to consider is whether the existing rules governing the amount of study require too much from children of average capacity and in fair health. Without undertaking to give a full answer to this question, I will state a few facts that are often overlooked, but which should not be forgotten by any one wishing to give a just answer.

In the first place it may be noted that nearly all

complaints point to the study required out of school — the home-lessons — as the burden which causes the undue pressure. I do not remember a case in the last dozen years in which the complaint was not directed against home-lessons. It seems altogether probable that where no house lessons are required complaints of overpressure do not arise. This consideration limits the field of inquiry much more than is commonly supposed. It is surprising to find intelligent people who take it for granted that unlimited home-lessons are required of all the pupils. The fact is that four-fifths of the pupils in our schools have no home-lessons whatever required of them. This four-fifths includes all the pupils in the primary schools and all in the three lower classes of the grammar schools. It is only to the remaining fifth — the pupils in the high schools and in the three upper classes of the grammar schools — that complaints of overpressure arising from home-study can have any application.

Secondly, as to the boys in these upper classes. There is little or no evidence that boys suffer from too much home-study being required of them. It is not often alleged that they do suffer from this cause, and when it is so alleged the difficulty generally proves, on investigation, to be due to some other cause. This consideration still further limits the field of inquiry, leaving only the girls in the upper classes of the grammar schools and in the high schools. These girls constitute about one-tenth (just now 11 per cent.) of the whole number of pupils in the schools. It is with reference to these

girls, and only these girls, that complaints of overpressure possess any general or serious importance.

But, by thus limiting the field of inquiry, it is not intended to diminish at all the importance of the question under discussion; the purpose is rather to show clearly just where the question really does become important. The fact that the girls who have home-lessons number but a small fraction of all the pupils abates not in the least their claim for the most watchful care. For physiological reasons we are bound to recognize that they, more than any others, are exposed to the dangers of overpressure. Among them the ill-effects of a too close application to study would soonest show themselves. If, therefore, the general requirements are so framed as to be within the limit of safety for them, we may feel sure that all other classes of pupils are out of danger.

Thus the whole discussion on the subject of overpressure turns on these two questions, first, whether the regulations governing out-of-school study allow more to be required of the girls than ought in prudence to be required, and, secondly, whether these regulations are properly observed in practice.

The present regulation is as follows:

SECTION 229. Lessons to be learned out of school shall be such as a scholar of good capacity can learn in an hour's study, at most, and shall not be required from pupils in the primary schools or in the grammar schools below the third class, and no such lessons shall be required during the month of June, except from the graduating class. Lessons to be studied in school shall not be such as to require a scholar of ordinary capacity to study out of school to learn them.

This applies to the grammar and primary schools; and the question is whether an hour a day for five days in the week is too much out-of-school study to be required of girls in fair health from twelve to fifteen years of age. Opinions differ on this question, of course, according to the experience different people may have had of the practical working of the rule. My present opinion is that this amount of out-of-school study is not too much; and my experience with the people who complain of home-lessons has been that they are surprised to learn how little study the rule really permits. Much complaint would be prevented, I doubt not, if the exact amount of home-study permitted by the rule could be made known to every parent in the city; for it generally turns out that the real cause of complaint lies not in home-study permitted by the rule, but in the forbidden excess of study. But of this point more presently. I am now supposing the rule to be properly observed, and on that supposition I have expressed the opinion that the rule is a reasonable one.

But I feel bound to add that I hold this opinion subject to revision. I do not mean to deny the existence of evidence, though I have not seen it, tending to show that the rule goes beyond the limit of safety. When such evidence is brought to my knowledge I shall be ready to recommend a change back to a former regulation. In 1860 the following regulation was in force:

In assigning lessons to boys to be studied out of school-hours, the instructors shall not assign a longer lesson daily than a boy of

good capacity can acquire by an hour's study; but no out-of-school lessons shall be assigned to girls, nor shall the lessons to be studied in school be so long as to require a scholar of ordinary capacity to study out of school to learn them.

There was then a distinction observed between boys and girls in respect to out-of-school study. Home-lessons for girls were not permitted in any class. It is true that the school-hours were longer then than now; but, although the school-hours were shortened in 1865, this prohibition of girls' home-study continued in force down to 1876, when the present regulation replaced it. There has been a further slight reduction of school-hours since 1876, by doing away with the Saturday-morning session, and keeping school Wednesday afternoon instead. While, therefore, it is fair to say that the hour of home-study now allowed represents the hour that has been taken from the length of the school sessions, it still ought to be remembered there was a period of eleven years, from 1865 to 1876, during which the hour that had been taken from school sessions was offset by no permitted home-study whatever. The present rule, therefore, contemplates more time spent in study daily by girls in the upper classes of the grammar schools than did the rule from 1865 to 1876. Thus the remedy is clear, if at any time it should become manifest that the present rule is not a sufficient protection against the dangers of over-pressure.

In the high schools the amount of home-study has heretofore been left to the discretion of the teachers. It is now proposed to make a new regulation, limit-

ing this amount to two hours. This would be merely to enact what has been the unwritten law in these schools for some years. It would not require much change from the present practice, and would have the advantage of establishing a definite rule which everybody could understand. As I have said already, the girls ought to be guarded against overpressure in every possible way. The proposed limitation by rule, being one more precaution of this kind, must be regarded, I think, as a wise step. For my own part, I should be quite ready to approve a rule limiting the home-study of girls to one hour a day, and, if necessary, reducing the requirements of the course of study accordingly; but I should be entirely unwilling to apply such a rule to the boys in high schools.

When we come to the two Latin schools, containing 145 girls and 400 boys, we have a special case to deal with, and the rules should be made to suit the case. It should be remembered that preparation for college, either of a boy or of a girl, is no light undertaking. It is a serious task, which will fully engage the energies of healthy and well-cared-for youth of either sex. The work cannot be adapted to the pupil, — as it can in all other schools, — but the pupil must be adapted to the work. If the pupil cannot do the work without danger to health, he must give it up. The limit of time to be spent in study, daily, must be determined for each pupil by circumstances. Health, strength, modes of living, importance of outside duties, must all be considered. If it appears that the amount of study thus determined to be prudent is not enough to give the proper preparation for college,

then it is better to relinquish the attempt to prepare for college.

It is by no means clear that a general rule would be of any assistance in dealing with home-study in the Latin schools. The cases would be best dealt with individually by the teachers in consultation with the parents. The rules ought not to prevent Mr. A.'s son from studying three hours because Mr. B.'s daughter cannot prudently study more than two, or Mr. C.'s daughter more than one. What is prudent for one pupil may be quite imprudent for another. The rules, it seems to me, cannot well provide for more than these three things: first, that every boy and girl in the Latin schools be carefully watched by the teachers, the parents coöperating, to determine what amount of home-study may be prudently undertaken; secondly, that pupils who cannot prudently undertake the requisite amount of study be removed from the school, or permitted to remain in school with a reduced amount of work only after a clear understanding had with the parents as to the lengthened time thus made necessary to complete the whole course; and, thirdly, that pupils, especially girls, who can prudently enough undertake to do the regular work, be not induced by emulation or otherwise to attempt to do more than the regular work, or to reach unnecessarily high standards in the performance of that.

In respect to these things the two Latin schools appear to me to be well managed now. The complaints occasionally heard come from people who seem to imagine that preparation for college can be

had well enough without home-study. This is a grave mistake.

Passing now to the question whether the rules limiting home-study are properly observed in practice, we find that it is a question of fact covering a broad field of particulars. I do not now feel prepared to give a very decided answer one way or the other. Indeed, from all I have been able to learn, it would seem probable that a decided answer one way or the other cannot be given; for the evidence is not all one way.

Some teachers there are whose anxiety to bring their classes up to the standard they suppose to be required leads them unconsciously to transgress the limits of permitted home-study. Perhaps there are also some who purposely transgress the limit, and claim to be excused on the plea that the course of study, or the supervisors, or the master, or the teacher of the class above, required so much work to be done that it could not otherwise be accomplished. However this may be, no real evidence of such wrongdoing has come to my knowledge.

On the other hand, I find many schools in which the limits of home-study are very carefully observed. The supervisors' inspection reports usually touch upon the amount of work required of pupils; but, in my reading of them for the last three years, I have failed to discover any marked or prevalent tendency among teachers to forget the home-study rules.

Probably the mistake the teachers oftenest make is that of over estimating what a "scholar of good capacity" can do in an hour; but careful teachers

will soon discover their error, and not repeat it. The mistake which is made by children, and even sometimes by parents, is that of counting an hour or two of dawdling over books as an hour or two of home-study, so that cases of apparent transgression of the rule are not always cases of real transgression.

On the whole, I am inclined to believe that the rules are generally well observed; but that indiscreet zeal or mistaken judgment in teachers makes transgressions more frequent than they ought to be.

If this is so, a remedy is needed. Some good might come from an exact knowledge of the rules being brought home to every parent in the city. That would have a tendency to prevent parents from making groundless complaints on the one hand, and on the other to encourage them to bring instances of the rules' being broken at once to the teacher's notice. If this and other means failed to bring about a due observance of the rules, the step suggested above should be taken, namely, to prohibit home-lessons for girls in grammar schools altogether; since it is easier to enforce to the letter an absolute prohibition than it is to manage a limited permission of home-lessons.

To any teachers who may have read thus far I desire to say respectfully that you have no valid excuse for overworking your pupils, or for violating the home-study rules. It will not do to say that the course of study or the supervisors require it. The supervisors do nothing of the sort. The course of study lays down for you *lines* of work, not *amounts* of it. You are to take such pupils as are given you, and do the best you can with them, in the time

allowed, and on the lines of work laid down. You are not to overwork them, or worry them, or try to make a show with them; but you are to work with them steadily, reasonably, and for their benefit exclusively. Your work will be judged with a due regard to all the circumstances; the condition of your class will be regarded quite as much as its apparent degree of advancement; the quality of your work, and the spirit in which it is done, will be regarded before the mere quantity of it. Do not set up unreasonable standards of your own, and then distress yourselves and goad your defenceless pupils with the notion that some outside authority — the supervisors — expects so much of you. There is really no excuse for it; nor for the errors such mistaken notions may lead you to commit. It is rather a poor compliment you pay to your supervisors when you assume they will judge your work by the number of questions your pupils can answer, and will look at nothing else; and it is taking altogether too narrow a view of your own position and function as a teacher, if you believe that you are employed chiefly to get your pupils through with an examination, and make a fine show of percentages.

OVERPRESSURE FROM EMULATION.

Overwork on the part of individual pupils, particularly among girls, may result from indiscreet appeals to the spirit of emulation. No matter how much or how little the course of study may be supposed to require, no matter how moderate the teacher's demands, in themselves considered, may

be; if the members of a class be set to striving each to outdo the others, some will surely be induced to work beyond their strength. This evil is not unknown in our schools, though I suppose it to be much less common than it was twenty or thirty years ago. An extract from a supervisor's inspection report that has recently been read by me is here given to illustrate the kind of danger to be guarded against.

The government and order of the school are excellent. . . . In the upper classes there is a spirit of earnestness and ambition such as I see in few schools. The standard of excellence is high, and each girl is eager to do her best to reach it. My only fear is that the pressure may be too strong. There is, I believe, no danger of overwork on the part of the great majority of children, particularly in the lower classes. But there is, I am led to believe, from the statements of some of the teachers, some danger of overwork on the part of the most ambitious in the upper classes. This pressure does not come from without. It would still be the same were the course of study to require but half as much as at present.

It is the pressure which comes from appeals to the spirit of emulation. The marking and ranking systems are carried in this school to an extreme. It is the tradition of the school. While there are some rooms in which the teachers endeavor to keep the highest motives before the minds of their pupils, yet I think it is still true that in most of the rooms, and with the great majority of the children, the *mark* and *seat* which they are to have at the end of the month is the motive to study uppermost in their minds. I by no means wish to be understood as thinking this a state of things wholly to be deprecated. Good work, done thoroughly, carefully, and punctually, cannot fail to bring good results, both morally and intellectually, even though the motive be not the highest. The habits of mind to which pupils in this school are trained, the habits of thoroughness, exactness, punctuality, and of doing with their might whatever they are given to do, are among the most valuable results of school training. It is a poor

school in which no tension of any kind exists. . . . The only fear I have is that the pressure or tension is carried too far, so far as in some instances to produce injurious physical results, and farther than is necessary to secure what is really valuable. In a school composed exclusively of boys, I should not feel any such anxiety. Emulation among girls is more likely to run to extremes, hurtful to both body and mind. I think the true way is to lead them to think less and less of *relative* excellence, and to direct more and more their ambition toward reaching *absolute* standards of excellence. With the older classes of girls their natural desire to excel for its own sake, their sense of duty, and their wish to secure the approval of their teachers and parents, are, I believe, ample incentives to study. It is often claimed in excuse for the ranking system in schools that the scholars like it. This is undoubtedly true of the great majority of scholars, especially of those who need such a stimulus least. But it is hardly a valid reason. Stimulants of all sorts, both moral and physical, are generally enjoyed and sought for most by those to whom they are most harmful.

NUMBER OF PUPILS TO A TEACHER.

The standard number of pupils to a teacher in grammar and primary schools is fifty-six. This is the theory; but in practice the variations from the standard are so many and so great as to have attracted some attention.

For the purpose of collecting exact information on this subject, a special return was asked for in January last, and I now have before me the names of all the teachers, and a statement of the number and the grade of the pupils under the charge of each teacher throughout the city at that time. From the evidence it is clear that the teachers of the upper classes in the grammar schools — and particularly the teachers

of the first class—have fewer pupils to teach than the teachers of the lower classes; and that the latter have fewer to teach than the teachers of the primary schools. If we set aside a few of the smallest suburban schools, which are not large enough to present a normal organization of classes, and also one large school, the organization of which is peculiar and not adequately reported, the rest, containing say nine-tenths of all the pupils, may fairly be taken as presenting the prevalent plan or plans of organization; and these are the ones that furnish the basis of the following statements.

In the grammar schools the average size of divisions of the first class was found to be $38\frac{1}{2}$ pupils, while the average for the second class was $50\frac{2}{3}$, and that for the lowest or sixth class $53\frac{7}{10}$. In the first class there were, in the whole city, only six divisions which contained as many as fifty pupils each; and there were seven divisions which contained less than thirty pupils each. The numbers of the former were respectively,

60 — 58 — 54 — 53 — 52 — 50,

and of the latter,

29 — 28 — 28 — 24 — 23 — 22 — 22.

It appears that only two of these first-class divisions exceeded the standard size, and one of these—that containing sixty pupils—should not be counted, because it was taught by the principal and two

assistants. All the others, except three of the smallest, were taught by the principal and one assistant.

Among fifty-seven divisions of the second class there were found five that exceeded the standard size, and three that had fewer than forty pupils each. Among one hundred sixteen divisions of the sixth class there were found thirty-seven that exceeded the standard size, only one that had fewer than forty pupils, and only six that had fewer than forty-five pupils each. In the sixth class, moreover, the excess of pupils above the standard for a division is greater than the excess in the second class. In the latter class the five largest divisions had the following numbers:

61 — 59 — 59 — 58 — 57,

while the eleven largest divisions of the sixth class had the following:

65 — 62 — 62 — 62 — 61 — 61 — 60 — 60 — 60 — 60 — 60.

The number of divisions exceeding the standard size found in all classes of the grammar schools is one hundred thirty-two, distributed as follows:

First Class, 1.	Fourth Class, 30.
Second Class, 5.	Fifth Class, 41.
Third Class, 18.	Sixth Class, 37.

If the search be made for small divisions — those of less than forty-five pupils, for example — they will be found more frequently in the upper classes than in

the lower. But it is hardly necessary to give further details; the facts already cited show clearly enough a prevalent tendency to make upper-class divisions small, and lower-class divisions large.

The same tendency is observable in the primary schools. In January last the average size of a division in charge of a single teacher was $52\frac{7}{10}$ pupils in the first class, and $55\frac{2}{10}$ pupils in the third class. In this computation all divisions in which special assistants were employed were excluded. There were, in the primary schools, forty-four divisions, ranging in size from sixty to seventy-five pupils each, in which no special assistants were employed. The eight largest of these had numbers of pupils as follows:

75 — 75 — 69 — 67 — 64 — 64 — 63 — 63.

These are the extreme cases, — the largest divisions anywhere found in charge of single, unaided teachers. In the grammar schools, it will be remembered, no divisions of more than sixty-five pupils were found.

Special assistants were employed in twenty-five divisions, which ranged in size from sixty to one hundred and thirty-four pupils each. Nineteen of these divisions, however, had fewer than seventy-five pupils each, and so were no larger than the eight divisions above mentioned as being taught by single, unaided teachers. The six largest divisions in which special assistants were employed, had numbers of pupils as follows:

134 — 102 — 100 — 82 — 79 — 79.

The first of these could have been made into two divisions, with a regular teacher and a special assistant for each, under the regulations; in other words, the regulations would have provided four persons instead of two to teach this division. Each of the next two divisions could have been divided so as to receive instruction from three persons—two regular teachers and one special assistant—instead of two. There appears to be no good reason why this was not done.

Now the questions upon which these facts have a bearing are, first, whether this custom of making the upper-class divisions small, and the lower-class divisions large, is good or bad; and, secondly, if bad, how it may best be reformed.

As to the first question let us consider the fact that teachers of the lower classes are generally younger, have less professional skill, and receive lower pay, than the teachers of the upper classes. This remark applies more particularly to the grammar schools, to which we will limit our attention for a moment. Would it not seem just, if there must be inequalities in the size of divisions, that the larger divisions should be taken by the more experienced and highly paid teachers? Why should one who is hardly more than a beginner be left to struggle with fifty-six, or even sixty or more, pupils in a lower class, while one whose long experience and acquired skill make her work easy is given forty or less pupils to teach in an upper class?

But, aside from considerations of justice, is it good management to give the greater tasks to those who have the less skill to do them? Is it making the

most economical use of available teaching force not to give the able and experienced sub-masters and first and second assistants the larger divisions to teach? There is for every teacher a limit to the number of pupils he or she can profitably govern and instruct in one division. When this limit is surpassed instruction ceases, and sometimes government too. Few assistants there are in our grammar schools for whom this limit ought to be, even if it can be, set above sixty pupils. Such assistants, moreover, are less likely to be found in the lower grades than in the higher; and yet it is in these lower grades almost exclusively that divisions exceeding sixty pupils are found.

Another consideration related to the best use of available teaching force is this: if, as is undoubtedly the fact, the principal and high-ranked assistants are the superior teachers in a school in point both of skill and of influence, then it is desirable that the rooms of these superior teachers be kept full of pupils, in order that this superior skill and influence may have the largest scope for action. To limit unduly the number of pupils in the principal's room, for example, would be to waste in a degree both his power and that of one of his ablest assistants, — the sub-master, or the first assistant. In point of discipline, especially, there would be a gain secured by placing as many pupils as possible under the more experienced teachers, while a corresponding loss would result from the reverse arrangement.

Such are some of the reasons for regarding the custom of making small divisions for upper-class

teachers, and large ones for the lower-class teachers, as a bad custom. I am not aware that any good reasons can be urged in favor of the custom.

The obvious remedy in the case of the grammar schools is, perhaps, not a very acceptable one. It consists in filling each upper-class room with pupils from the class next below. The great objection to this arrangement arises from the presence of two grades in one room. There is a strong disinclination to tolerate this, and many teachers would regard it as an evil to be avoided if possible. But is it altogether an evil? May there not be an important advantage in requiring a part of the pupils in a room to study while the rest are reciting? While studying so, they must rely on themselves, solve some of their difficulties without help from the teacher, and learn to fix their attention on the work they are doing without being distracted by what is going on about them. Valuable discipline this, and there is none too much of it in the schools now. The teacher should not be forever at the beck and call of every pupil who has met a little difficulty. The habit of independent, self-reliant work needs to be cultivated more and more as pupils grow older; and here, in the upper grades of the grammar school, is the place where excellent training in this direction can be given. With this object in view, some masters of long experience have recommended the formation of two divisions, for alternate recitation and study, in rooms where the pupils are all of one grade. There are few, if any, teachers who can hold the attention of and effectively teach fifty-six pupils all at once.

Most teachers can do better work by taking half at one time and half at another.

But not to urge this view too far, let it be granted that the presence of two grades in one room is, to some extent, an evil. That does not settle the question. We have still to determine which is the greater evil, fifty-six pupils of two different grades in charge of the skilful, experienced first assistant or sub-master, with the master to teach a part of the time, or divisions of sixty or more pupils in charge of the comparatively inexperienced third assistants, who must do all the teaching. If this is a fair statement of the alternative, there can be no hesitation in choosing the former as the least of two evils.

In the primary schools but little relief can be got by equalizing the divisions, because the upper-class divisions are nearly full already. Still there are districts where this equalization would give all the relief needed. There is, however, another remedy, authorized by the Regulations, Section 217, which might well be used more than it is, namely, the employment of special assistants in the larger divisions of the third or lowest primary class.

There were, in January last, seventy-six divisions in which special assistants might properly have been appointed, but they were not.

The following schedule shows that nearly half of these divisions contained sixty or more pupils each:

11	divisions	had	57	pupils	each.
16	"	"	58	"	"
14	"	"	59	"	"
13	"	"	60	"	"
7	"	"	61	"	"
6	"	"	62	"	"
2	"	"	63	"	"
3	"	"	64	"	"
1	"	"	67	"	"
1	"	"	69	"	"
2	"	"	75	"	"

The employment of special assistants ought, in my judgment, to be more encouraged than it now is. It directly benefits the less advanced and now comparatively neglected parts of large divisions; it affords a most excellent school of observation and practice for recent graduates of our normal school; it relieves overburdened teachers; and it is not expensive. The confusion caused by two teachers working in the same room — which is the only objection ever urged against such an arrangement — can generally be avoided by the special assistant's using the cap-room, the hall, or, perchance, a vacant school-room, for some of her exercises. Confusion is sometimes avoided by the admirably quiet, but effective, way in which both teachers work. It is perhaps too much to expect this generally, but it has not infrequently been observed.

But the question of remedies is determined largely by circumstances. It is for the division committees and the principals of the districts to devise and apply

the remedy most appropriate to each case. To their attention this whole subject is earnestly commended, with the suggestion that the relief in many instances is sorely needed.

KINDERGARTEN TRAINING FOR PRIMARY TEACHERS.

In my report of last year I expressed the conviction that our school system would gain very much in efficiency if there were thoroughly good kindergartens in every school district. Our present methods of dealing with the very young children who now come into our primary schools are not altogether satisfactory. This is partly unavoidable, because the younger and older children are mingled in the beginners' class, and all are taught by methods better suited to the older children. But if the younger children could be placed in a kindergarten, where they would be joined by many more children of like age who do not now come to school at all, the kindergarten teacher would have enough to do, and the primary teacher's class would be relieved of the presence of those younger pupils to whom her subjects and methods of instruction were not well suited.

The kindergarten not only gives the young children a good start intellectually, but it also has a very marked and beneficial effect on them morally. The subsequent instruction and discipline in the primary schools would be much easier, and the progress in knowledge much more satisfactory, if all pupils first took the kindergarten instruction.

It is not necessary to go into a theoretical argument to prove the benefits of kindergarten training. We have the practical demonstration in Mrs. Shaw's kindergartens in this city. It is chiefly from my study of these in actual operation that I have come to believe that we need many more of them, — indeed, that the kindergarten ought to be recognized and established as a part of the system of public instruction in this city. There are other large cities where this has been done, to the great benefit of the youngest children. I am not without hope that this great improvement may ere long be brought to pass in this city.

There are in the city now about thirteen thousand children four and five years old, who will naturally enter the public schools sometime if they live; but to-day there are only three thousand of them there. What a blessing to the many homes if the other ten thousand could be placed in good kindergartens! Even if we take into view only children five years old and upward we find more than half of the five-year-olds and about a quarter of the six-year-olds are kept at home now. Most of these children certainly would be sent to school if there were kindergartens for them to enter.

This tendency among parents to keep young children at home is a marked and growing one. I have called attention to the statistics in former reports, and have touched upon the subject again in another part of this report. I think this tendency is significant, and ought not to be lightly considered. The truth seems to be this, that our primary schools

are not as attractive to the parents of very young children as they ought to be, and as they could be by introducing the right kind of improvement.

Now there is one step looking towards the establishment of the public kindergarten which is well worth taking at once. It is a step, moreover, which can be taken without its involving the necessity of further steps, because the immediate advantages to be gained would be a sufficient reason for taking it even without going any further. It is this: Let the normal-school graduates who are willing to devote themselves to the teaching of the youngest children in the primary schools form themselves into a class for a post-graduate course of training; let a thoroughly competent kindergartener be employed to instruct them specially in the kindergarten principles and methods; and let a model kindergarten for observation and practice be established in the immediate vicinity of the normal school. These graduates, after taking such a course of instruction and practice, would be ready, on entering the service as regular teachers, to turn the youngest primary classes into kindergartens wherever it might be thought desirable to do so. Thus, step by step, a beneficial change could be wrought in these classes. But even if these teachers were not allowed to change their classes into kindergartens, and were required to give substantially the same instruction as is now given in the youngest classes, they would do this enough better to repay many-fold the cost of their special training. There are no teachers of very young children who are equal as a class to those who

have been trained in kindergarten practice. This is what I mean when I say that the immediate advantage to be gained from the proposed step is great enough to make it desirable in itself, even if the general establishment of kindergartens should never follow. I know of no other more direct and practical way of making improvements in the primary schools as now constituted than this of introducing specially trained teachers in the youngest classes.

But I should, nevertheless, earnestly hope that other steps would follow, and that thousands of young children, who as things now are do not go to school at all, would be brought under the quickening, refining, and elevating influences of the kindergarten.

MANUAL TRAINING.

The manual training school is nearing the end of the second full school year of its existence. The interest is unabated, and the progress of the two hundred boys with their work is even more satisfactory this year than it was last. The course of lessons has been improved, some of the articles made last year having been replaced by others better adapted to the purpose of giving the best training possible in the limited time.

The experiment has now gone far enough to prove that this kind of training can be joined with the ordinary grammar-school work without practical inconvenience, and with good effect on the boys. There have been calls from other parts of the city for

similar schools to be opened there; and the promise is that one more will be started in September.

One fact, noticed in the last committee's report, is significant, and that is, the lively desire shown on the part of last year's boys to continue in the school this year; which, however, they could not be allowed to do, being then graduates of the grammar schools. There is no doubt that boys once engaged in a course of manual training will, as a rule, conceive a strong desire to keep on. The consciousness of new power awakened, and trained for practical ends, is very gratifying to them. Indeed, we find among these boys just what the psychologist would have led us to expect, — a class of minds which can be reached in no other way so well as through their mechanical aptitudes. It seems certain, if a school with an extensive course of manual training should be opened, there would be no lack of interested pupils to fill it. That there are many parents who would appreciate the value of such a school for the training of their boys is plainly enough indicated by the manifestations of parental interest in what is being done now.

The success of such schools as those of St. Louis, Chicago, Cleveland, Baltimore, Philadelphia, and many other places, proves beyond a doubt that there is a real want in the community which only a fully equipped manual training school can supply. When ever Boston shall be ready to establish such a school, there will be many good examples for her to follow. It seems unnecessary now to add much to the general arguments that have been adduced in favor of incorporating such a school into the public-school

system. Public sentiment appears to be ripening in favor of the plan. The School Committee and the City Council will doubtless be amply sustained when the time shall come for them to act.

The chief question now is the question of ways and means. On this question may be recorded here a suggestion, for which I am indebted to another, but which may be a good one to act on by and by. The city of Boston now holds a fund, known as the Franklin Fund, upon trust for the benefit of young married mechanics of Boston. At the end of one hundred years from the foundation of the trust, that is, in 1891, the city itself becomes a beneficiary, as may be seen by the following extract from Benjamin Franklin's will :

If this plan is executed, and succeeds as projected without interruption for one hundred years, this sum will then be £131,000, of which I would have the managers of this donation to the town of Boston lay out, at their discretion, £100,000 in public works, such as fortifications, bridges, aqueducts, public buildings, baths, pavements, and whatever else may make the town more agreeable to its people, or more attractive to strangers resorting thither for health or pleasure.

The remaining £31,000 is to continue to be held in trust, as the original £1,000 has been, until the completion of the second hundred years, in 1991, when the city of Boston and the Commonwealth of Massachusetts will both become the beneficiaries, and will share the fund without restriction, the donor not presuming to carry his views further.

This fund has been so well managed that it now

amounts to about \$350,000. In 1891, therefore, a large sum of money becomes available for the city to use in any appropriate manner suggested by the language of the will.

Now, in view of Franklin's early life and later career, in view of his special interest in young mechanics, for whose benefit the donation was made, what more appropriate use could be made of this money than to found a school of mechanic arts? What public work could be more fittingly dedicated to Franklin's memory than a public building devoted to the better education of young mechanics? This suggestion is submitted in the hope that it may be favorably considered when the time comes — five years hence.

COOKING-SCHOOLS.

The event of the year in the department of industrial training is the opening of two school-kitchens, one in the Tennyson-street school-house, and one in the Industrial Home at the North End. Both are for the instruction of girls from the neighboring grammar schools, who come to the kitchens once a week for a two-hour lesson, in classes of fifteen at a time. In the first, which has taken the name "Boston School-Kitchen Number One," one hundred and fifty girls from the upper classes of the Winthrop, Franklin, Everett, and Hyde schools, including a few from the Horace Mann School for the Deaf, have taken cooking-lessons since the first of October; in the other there are one hundred and twenty-five girls

from the Hancock, Wells, and Bowdoin schools. The cost of fitting-up and operating these schools the present year is met by two public-spirited ladies,—Mrs. Hemenway and Mrs. Shaw. The plan is for the city to assume the running expenses after next September. It is believed that the success of these two experiments will lead very soon to the opening of school-kitchens in all the thickly populated parts of the city. The master of the Winthrop School reports that "the success attending the work has been complete, the one hundred and fifty girls belonging manifesting great interest and enthusiasm in the performance of all their duties; and, although many of them are obliged to come long distances, the attendance has been excellent. The same programme—bill of fare—is continued throughout a week, each class having one lesson; and it is sent to the various schools represented, where it is placed conspicuously before all the scholars, with directions informing them for what price the prepared food can be purchased. An opportunity is thus presented for each pupil to buy, at cost of materials, the dishes cooked by herself. Thus is gained a twofold advantage. In a pecuniary and economical view it provides in a large measure for the expense of supplies, and for the proper disposal of the food without trouble or waste; but the benefit conferred upon the community by this distribution of scientific cookery (and economical marketing) among the homes is beyond calculation. The pecuniary consideration is lost sight of, as but of little moment, when compared with this approach to the living centre of the homes."

It is not "fancy cooking" at all that these girls are taught; it is plain cooking of the common and inexpensive articles of food. The art of making plain living agreeable, of making limited means ample, of making the home always pleasant and attractive with modest outlay, — this is what these girls are acquiring. Thousands of homes now can be improved by giving the daughters this instruction in the domestic arts; and thousands more of future homes will be better and happier in consequence of such instruction. What better protection can society have against the ravages of intemperance and crime than homes, however humble, made happy and attractive by housewifely thrift and good taste? In the miseries of bad house-keeping the home too often yields its sway to the saloon.

An interesting and beautifully illustrated popular description of the cooking-classes, and other departments of the Vacation School, kept last summer in the Tennyson-street school-house, may be found in the "St. Nicholas Magazine" for April, 1886. It is the plan of instruction in cooking there described that has been continued this year, and which it is proposed to continue henceforth in connection with the public schools.

THE EVENING SCHOOLS.

One evening high school, with an average attendance of 1,086 and an average registry of 1,513, and thirteen evening elementary schools, with an average attendance of 1,238, and an average registry of 1,971, have been maintained during the last season,

from October to March. The supervisors have visited these schools regularly and have made reports, to which reference may be made for a knowledge of details. In general, it is right to say that these schools are doing a good work, and that they are doing it more and more efficiently every year.

It was a great improvement when the evening schools were taken out of various unsuitable quarters and put into the present well-lighted and comfortable rooms of the day schools. It was like bringing the boys out of the back room into the parlor; they began to behave better at once. Since that change was made, much improvement has come from greater care in the selection of teachers. The employment of day-school teachers, this season and last, has brought some of the very best professional skill in the city to bear on the evening-school work; and that is what it needs, and has needed. The best teachers are none too good for evening-school work. It is a serious mistake to employ in an evening school a teacher not properly qualified to teach in a day school.

Now that the evening schools are in good quarters, under good teachers, and flourishing, it is time to introduce another important improvement, and that is a better grading. There should be for all the classes in every course of instruction, both in the high and in the elementary schools, definite standards of acquisition. All the pupils should be encouraged to submit their acquisitions to the test of examination, and those who passed successfully should be given formal certificates of that fact, under

authority of the School Committee. The examination should be of a known degree of severity, and should be conducted under proper guaranties for fairness and thoroughness. Such certificates in certain branches, when taken in the elementary evening schools, should admit to the evening high school. The certificates given in the evening high should state on their face the extent of ground covered by the instruction, and the degree of proficiency shown by the pupil on the examination. Such certificates, being explicit and based on genuine tests, would possess a value for their holders which the vague generalities of ordinary certificates or diplomas never have.

But the most important examination of all is that which is held for admission to the evening high school. That should be, what now it is not, a serious and thorough examination, taken deliberately for the purpose of ascertaining whether the candidate's general condition of knowledge is such as to make him a proper subject for evening high-school instruction. As the examination is now conducted it largely fails of this purpose. There are very many pupils found in the rooms of the evening high school who would more fittingly be placed in the elementary schools. They flock to the rooms where penmanship, arithmetic, and elementary book-keeping are taught. The penmanship rooms particularly overflow with them. Sometimes they are inclined to be disorderly, their attendance is apt to be irregular, and the progress they make is often inconsiderable. Altogether they constitute an element that the school

would lose with advantage; and a serious test of qualifications for admission would keep them out. It would send them to the elementary schools, if they really desired to acquire these elementary subjects; and when they had done that they might more properly claim a place in a high school.

Now that the evening high school draws such great numbers of youth and adults, now that it is so firmly established,—and the prospect seems to be that the hitherto permissive statute is to be made a mandatory one,—the time would seem to be favorable for throwing out of it certain elements that belong to the lower schools, if to any, and thus, by some limitation of the work, making the school in reality what it is in name, an evening *high* school. The tonic effect of such treatment would be most beneficial, both to the high school and to the elementary schools.

The usual statistics for the half year ended January 31, 1886, are appended to this report.

EDWIN P. SEAVER,
Superintendent.

STATISTICS

FOR THE

HALF-YEAR ENDING JANUARY 31, 1886.

SUMMARY.
January 31, 1886.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal	1	5	124	117	7	94.	114
Latin and High	10	100	2,662	2,545	117	96.	2,629
Grammar	51	665	30,096	27,651	2,445	92.	30,082
Primary	455	455	24,204	21,267	2,937	88.	24,888
Totals	517	1,225	57,086	51,580	5,506	90.4	57,113

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Horace Mann	1	10	77	67	10	88.	79
Evening High	1	25	1,513	1,086	.....	.....	.....
Evening	13	96	1,971	1,238	.....	.....	.....
Evening Drawing	5	21	595	508	.....	.....	.....
Spectacle Island	1	1	17	15	2	88.	21
Totals	21	153	4,173	2,914	.....	.....	.....

SCHOOLS AND TEACHERS.

	SCHOOLS.			TEACHERS.		
	Houses.	Rooms.	Seats.	Males.	Females.	Total.
Normal School . . . . .	.....	3	100	1	3	4
Latin School	1	78	1,645	12	.....	12
English High School	1	66	852	18	.....	18
Girls' High School	1	8	212	1	20	21
Girls' Latin School	1	6	205	1	5	6
Roxbury High School	1	10	300	2	4	6
Dorchester High School	1	5	100	1	4	5
Charlestown High School	1	5	88	1	6	7
West Roxbury High School	1	2	82	1	3	4
Brighton High School	1	51	31,846	1	2	3
East Boston High School	1	100	25,128	1	4	5
Grammar Schools	51	620	31,846	94	539	633
Primary Schools	100	494	25,128	.....	455	455
Totals	159	1,297	59,558	134	1,045	1,179

SPECIAL SCHQOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School . . . . .	.....	9	9
Evening Schools	63	58	121
Evening Drawing Schools	15	6	21
French: High Schools	3	1	4
German: High Schools	1	.....	1
Music: High, Grammar, and Primary Schools	5	.....	5
Illustrative Drawing, Normal School . . . . .	.....	1	1
Drawing: High and Grammar Schools	1	.....	1
Instructor in Hygiene	1	.....	1
Sewing . . . . .	.....	28	28
Chemistry: Girls' High School . . . . .	.....	1	1
Laboratory Assistant: Girls' High School . . . . .	.....	1	1
Vocal and Physical Culture: Girls' High School . . . . .	.....	1	1
Vocal and Physical Culture: Girls' Latin School . . . . .	.....	1	1
Military Drill: High Schools	1	.....	1
Instructor in Manual Training School	1	.....	1
Spectacle Island . . . . .	.....	1	1
Totals	91	108	199

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to January 31, 1886.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent of Attendance.	Head Masters.	Masters.	Junior Masters.	Asst. Principals.	First Assistants.	Second Assts.	Assistant.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal . . . . .	...	124	124	..	117	117	7	94.	1	..	..	..	1	2	..
Latin	374	...	374	364	...	364	10	97.	1	7	4	..	..	..	..
Girls' Latin . . . . .	...	146	146	..	137	137	9	94.	..	1	..	..	..	5	..
English High	632	...	632	609	...	609	23	96.	1	9	8	..	..	..	..
Girls' High . . . . .	...	688	688	..	653	653	35	95.	1	..	..	1	1	18	..
Roxbury High	67	138	205	65	130	195	10	96.	1	..	..	..	1	4	..
Dorchester High	39	104	143	37	95	132	11	92.	..	1	..	..	1	3	..
Charlestown High	61	141	202	59	134	193	9	96.	1	..	..	..	..	6	..
West Roxbury High	21	66	87	21	65	86	1	98.	..	1	..	..	..	3	..
Brighton High	17	41	58	17	39	56	2	95.	..	1	..	..	..	2	..
East Boston High	61	66	127	59	61	120	7	95.	..	1	..	..	..	4	..
Totals	1,272	1,554	2,786	1,231	1,431	2,662	124	94.1	6	21	12	1	4	2	44

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JANUARY 31, 1886.

	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years and over.
Normal	95	19	...	...	...	...	114	...	...	...	...	...	...	3	18	40	25	28
Latin	93	63	66	61	45	32	1400	5	24	53	74	87	69	48	24	13	2	1
Girls' Latin	83	37	31	21	16	7	145	1	10	14	18	35	33	12	12	7	2	1
English High	284	192	139	7	...	...	622	...	...	11	92	165	192	110	40	12	...	...
Girls' High	279	162	128	88	...	...	657	...	...	6	42	126	141	158	116	51	14	3
Roxbury High	110	63	29	...	...	...	202	...	...	6	18	62	51	48	12	4	1	...
Dorchester High	70	38	31	...	...	...	139	...	...	1	19	22	28	31	18	16	3	1
Charlestown High	90	57	51	...	...	...	198	...	...	2	21	35	58	55	22	5	...	...
West Roxbury High	43	25	20	...	...	...	88	...	...	3	8	26	22	22	6	1	...	...
Brighton High	22	17	17	...	...	...	56	...	...	1	1	10	13	21	8	2	...	...
East Boston High	63	36	23	...	...	...	122	...	...	1	9	15	50	26	16	4	1	...
Totals	1,182	709	535	177	61	39	2,743	6	34	98	302	583	657	534	292	155	48	34
Percentages	43.0	25.9	19.5	6.5	2.2	1.4	100	.2	1.2	3.6	11.0	21.3	24.0	19.5	10.7	5.6	1.7	1.2

¹ Including 40 pupils in out of course class.

STATISTICS.

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NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1886.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Av'ge No. of Pupils to a Regular Teacher.
Normal	3	124	41.3
Latin	11	374	34.0
Girls' Latin	5	146	29.2
English High	17	632	37.2
Girls' High	19	688	33.6
Roxbury High	5	205	41.0
Dorchester High	4	143	35.7
Charlestown High	6	202	33.7
West Roxbury High	3	87	29.0
Brighton High	2	58	29.0
East Boston High	4	127	31.7
Totals	79	2,786	35.3

ADMISSIONS, SEPTEMBER, 1885.

NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Average Age.	
		Years.	Months.
Girls' High School	68	19	4
Dorchester High School	3	24	6
Girls' Latin School	2	21	1
From other sources	26	20	9
Totals	99	19	10

High School Graduates, June, 1885, Girls, 221.

LATIN AND HIGH SCHOOLS.

SCHOOLS.	ADMITTED.		From Grammar Schools.	From other Sources.	Totals.	Average Age.	
	Boys.	Girls.				Years.	Mos.
Latin	135	...	100	35	135	14	2
Girls' Latin .....	...	45	33	12	45	14	5
English High	331	...	297	34	331	15	3
Girls' High .....	...	325	256	69	325	16	..
Roxbury High	39	75	109	5	114	15	1
Dorchester High	23	57	64	16	80	15	4
Charlestown High	28	68	86	10	96	15	6
West Roxbury High	15	29	39	5	44	15	4
Brighton High	6	16	20	2	22	16	7
East Boston High	32	39	69	2	71	15	11
Totals	609	654	1,073	190	1,263	15	9

GRAMMAR SCHOOLS.

Semi-Annual Returns to January 31, 1886.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Adams	365	147	512	333	134	467	45	91.	1	1	1	1	8
Agassiz	343	. . .	343	317	. . .	317	26	92.	1	. .	1	1	4
Alleton	269	273	542	250	241	491	51	91.	1	. .	1	2	8
Andrew	395	319	714	370	293	663	51	93.	1	1	2	2	8
Bennett	223	243	471	213	225	438	33	93.	1	. .	1	2	6
Bigelow	857	. . .	857	813	. . .	813	44	95.	1	2	1	1	11
Bowdoin . . . . .	. . .	390	390	. . .	353	353	32	92.	1	. .	2	1	6
Brimmer	672	. . .	672	616	. . .	616	56	92.	1	2	1	1	9
Bunker Hill	311	362	673	294	337	631	42	94.	1	1	2	2	8
Chapman	303	324	627	287	299	586	41	93.	1	1	2	2	7
Charles Sumner	181	162	343	164	147	311	32	91.	1	. .	1	1	4
Comins	491	632	1,123	460	573	1,033	90	92.	1	1	3	3	13
Dearborn	481	499	980	447	458	905	75	92.	1	1	2	3	13
Dillaway . . . . .	. . .	643	643	. . .	573	573	70	89.	1	. .	2	3	7
Dorchester-Everett	311	305	616	292	279	571	45	92.	1	1	1	1	8
Dudley	708	. . .	708	661	. . .	661	47	93.	1	2	1	1	10
Dwight	676	. . .	676	627	. . .	627	48	93.	1	2	1	1	9
Elliot	994	. . .	994	887	. . .	887	107	89.	1	3	1	1	15
Emerson	401	285	686	366	258	624	62	91.	1	1	2	2	8
Everett . . . . .	. . .	721	721	. . .	664	664	57	92.	1	. .	2	3	9
Franklin . . . . .	. . .	741	741	. . .	666	666	75	90.	1	. .	2	3	10
Frothingham	308	330	638	284	295	579	59	91.	1	1	2	2	7
Gaston . . . . .	. . .	514	514	. . .	475	475	39	92.	1	. .	2	1	8
George Putnam	147	161	308	139	147	286	22	93.	1	. .	1	1	4
Gibson	210	206	416	196	188	384	32	92.	1	1	1	1	6
Hancock . . . . .	. . .	567	567	. . .	510	510	57	90.	1	. .	2	2	7
Harris	140	139	279	133	127	260	19	93.	. .	1	. .	2	3
Harvard	291	328	619	272	305	577	42	93.	1	1	2	2	7

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Hillside . . . . .	...	357	357	...	317	317	40	89.	1	1	1	4	
Hyde . . . . .	...	587	587	...	542	542	45	92.	1	2	2	7	
Lawrence	907	...	907	859	...	859	48	95.	1	3	1	13	
Lewis	329	343	672	305	319	624	48	93.	1	1	2	2	7
Lincoln	817	...	817	771	...	771	46	94.	1	2	1	1	11
Lowell	342	297	639	315	272	587	52	91.	1	1	1	1	9
Lyman	434	159	593	397	143	540	53	91.	1	1	2	2	7
Mather	235	210	445	212	184	396	49	89.	1	1	1	1	6
Minot	144	138	282	134	127	261	21	93.	1	1	1	5	
Mt. Vernon	91	95	186	85	89	174	12	93.	1	1	1	3	
Norcross . . . . .	...	655	655	...	596	596	59	91.	1	2	3	9	
Phillips	765	...	765	714	...	714	51	93.	1	2	1	1	10
Prescott	224	251	475	212	230	442	33	93.	1	1	1	1	6
Prince	267	238	505	240	206	446	59	88.	1	1	1	1	6
Quincy	551	...	551	489	...	489	62	89.	1	2	1	1	8
Rice	617	...	617	572	...	572	45	92.	1	2	1	1	8
Sherwin	475	...	475	441	...	441	34	93.	1	1	1	1	6
Shurtleff . . . . .	...	673	673	...	614	614	59	92.	1	2	3	8	
Stoughton	159	164	323	144	148	292	31	91.	1	1	1	1	4
Tileston	46	29	75	43	26	69	6	93.	1	1	1	1	
Warren	310	350	660	295	331	626	34	95.	1	1	2	2	8
Wells . . . . .	...	493	493	...	445	445	48	90.	1	2	1	7	
Winthrop . . . . .	...	972	972	...	861	861	111	88.	1	2	5	12	
Totals	15,794	14,302	30,096	14,649	13,002	27,651	2,445	92.	47	44	72	82	383

GRAMMAR SCHOOLS.
Number of Pupils in each Class, Whole Number, and Ages, January 31, 1886.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Ungraded Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	Eighteen years and over.
Adams	36	45	90	113	114	107	...	505	...	10	42	83	100	76	84	64	26	16	4	...
Agassiz	31	36	56	85	85	...	...	349	...	1	9	26	63	62	73	36	17	8	...	1
Alleton	35	50	50	107	156	151	...	549	2	37	81	75	93	82	78	59	34	6	2	...
Andrew	35	54	104	115	239	173	...	720	1	14	73	117	113	129	121	81	52	12	7	...
Bennett	33	48	56	111	114	107	...	469	...	16	39	64	81	93	60	58	46	10	1	1
Bigelow	58	57	142	234	237	170	...	898	...	15	111	163	147	149	143	118	39	10	3	...
Rowdoin	30	37	79	47	94	102	...	389	...	7	18	47	72	66	64	55	35	17	5	3
Brimmer	34	51	110	108	171	155	44	673	1	16	63	97	135	127	105	73	37	17	2	...
Bunker Hill	49	50	86	119	146	174	43	667	...	13	50	111	116	129	102	80	46	17	3	...
Chapman	46	57	103	107	160	154	...	627	...	14	59	93	89	109	99	64	58	30	9	3
Charles Sumner	23	33	30	81	55	122	...	344	...	5	31	64	64	65	53	35	21	4	2	...
Comins	54	116	198	224	229	237	...	1,118	...	36	103	180	188	212	178	141	66	13	...	1
Dearborn	42	96	150	205	223	216	29	961	...	16	81	156	182	182	166	115	49	12	2	...
Dallaway	35	77	125	105	168	117	...	627	1	27	57	98	117	123	98	55	38	9	3	1
Dorchester-Everett	45	62	116	137	131	134	...	625	...	11	59	75	117	98	98	72	52	30	12	1
Dudley	47	97	93	116	164	179	35	731	1	10	66	121	151	138	107	79	40	14	8	1
Dwight	38	103	101	170	121	108	35	676	...	19	51	85	130	137	112	75	40	21	4	2
Eliot	41	112	114	164	215	215	132	993	5	23	73	151	177	181	172	139	55	16	1	...
Emerson	41	68	90	100	166	165	41	671	2	8	39	96	133	122	114	69	59	25	4	...
Everett	73	114	113	172	117	114	28	731	...	10	55	84	142	129	130	90	56	29	5	1
Franklin	65	103	154	105	111	172	25	735	...	5	42	116	127	138	121	86	92	33	...	1
Frothingham	41	51	107	119	112	166	37	633	...	7	48	92	128	117	127	65	41	8	...	...
Gaston	82	48	97	96	109	130	...	508	...	6	25	70	97	97	87	63	39	20	3	1

George Putnam . . .	31	50	56	56	53	56	...	305	1	15	36	50	39	38	52	35	20	16	3	...
Gibson	38	52	64	78	94	97	...	423	...	11	34	70	66	75	62	58	33	12	2	1
Hancock	29	43	47	101	103	151	78	562	2	24	79	76	92	112	69	45	40	18	4	1
Harris	25	27	51	61	58	58	...	280	...	1	8	48	41	55	52	37	29	8	1	...
Harvard	44	55	121	170	114	96	32	632	...	6	45	83	124	122	110	88	43	9	2	...
Hillside	52	52	59	60	65	65	...	353	...	6	38	54	60	70	66	31	17	12	3	2
Hyde	31	79	103	131	102	113	44	603	...	14	56	89	101	97	100	79	39	25	2	1
Lawrence	47	99	101	201	204	213	37	902	...	11	61	167	185	210	136	79	33	1	...	...
Lewis	88	103	109	113	128	131	...	672	...	14	91	103	122	117	112	78	49	15	1	...
Lincoln	47	96	91	165	171	192	41	803	...	8	66	99	168	155	149	86	57	12	3	...
Lowell	42	101	89	134	109	148	...	623	...	18	61	116	126	119	86	69	21	10	2	...
Lyman	21	63	76	65	152	164	42	586	...	15	47	91	124	88	98	71	42	13	2	...
Mather	39	39	77	72	111	100	...	438	1	10	38	64	76	75	76	62	24	11	3	...
Minot	22	47	46	54	53	53	...	275	...	10	33	45	49	39	39	32	18	9	1	...
Mt. Vernon	14	28	31	25	35	44	...	177	...	9	17	19	37	28	35	22	8	2	...	...
Norcross	33	54	108	142	125	131	43	636	...	17	50	95	123	122	109	88	21	10	1	...
Phillips	49	58	115	167	171	169	36	765	...	18	72	110	158	127	156	78	32	10	4	...
Prescott	42	40	60	104	124	118	...	488	...	7	40	66	84	106	78	66	25	16	1	...
Prince	51	67	101	93	115	78	...	505	...	7	53	62	82	84	82	69	51	10	5	...
Quincy	41	44	53	94	105	164	22	563	...	11	44	110	102	121	98	51	10	5	...	1
Rice	29	52	90	100	157	114	37	579	1	9	67	91	106	109	94	63	28	10	1	...
Sherwin	28	53	110	112	116	117	...	536	1	11	48	107	99	94	81	58	32	3	2	...
Shurtleff	45	53	101	110	220	146	...	675	...	24	75	106	114	127	112	66	35	12	3	1
Stoughton	22	39	60	53	74	71	...	319	...	13	43	46	48	60	38	39	22	8	1	1
Tlleston	10	9	11	17	12	14	...	73	...	5	11	7	9	14	10	6	9	1	...	1
Warren	44	59	120	115	160	145	34	675	...	9	57	104	105	108	117	88	64	17	5	1
Wells	35	48	52	97	105	110	39	489	...	17	38	74	92	87	71	49	43	16	...	2
Winthrop	90	104	104	169	265	205	49	956	1	30	104	144	160	162	138	102	84	30	1	...
Totals	2,035	3,179	4,600	5,799	6,738	6,748	983	30,082	21	678	2,997	4,597	5,443	5,482	4,912	3,466	1,937	698	132	29
Percentages . . .	6.8	10.6	15.3	19.3	22.4	23.4	3.2	100	.07	2.3	9.0	15.3	18.1	18.2	16.3	11.5	6.4	2.3	.43	.1

DISTRIBUTION OF PUPILS IN RESPECT BOTH

CLASSES.			Under 5 years.	5 years.	6 years.	7 years.	8 years.	9 years.
Latin Schools.	All Classes {	Boys . .	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..
	Totals . . . . .	.. . . .	..	..	..	..	..	..
High Schools.	Advanced Class . . {	Boys . .	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..
	Third-year Class . . {	Boys . .	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..
	Second-year Class . {	Boys . .	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..
	First-year Class . . {	Boys . .	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..
	Totals . . . . .	.. . . .	..	..	..	..	..	..
Grammar Schools.	First Class {	Boys . .	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..
	Second Class {	Boys . .	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..
	Third Class {	Boys . .	..	..	..	..	..	1
		Girls . .	..	..	..	..	..	2
	Fourth Class {	Boys . .	..	..	..	..	..	32
		Girls . .	..	..	..	..	..	16
	Fifth Class {	Boys . .	..	..	..	1	27	338
		Girls . .	..	..	..	1	19	292
	Sixth Class {	Boys . .	..	..	..	9	288	1,003
		Girls . .	..	..	..	3	302	895
	Ungraded Class . . {	Boys . .	..	..	..	5	25	77
		Girls . .	..	..	..	2	17	41
	Totals . . . . .	.. . . .	..	..	..	21	678	2,697
Primary Schools.	First Class {	Boys . .	..	..	10	286	1,055	1,123
		Girls . .	..	..	5	276	991	1,028
	Second Class {	Boys . .	..	14	453	1,437	1,303	595
		Girls . .	..	11	420	1,290	1,055	499
	Third Class {	Boys . .	46	1,676	2,211	1,297	447	146
		Girls . .	45	1,378	1,816	1,021	395	109
	Totals	91	3,079	4,915	5,607	5,246	3,500
Grand totals	91	3,079	4,915	5,628	5,924	6,197

STATISTICS.

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TO AGE AND TO CLASSES, JANUARY, 1886.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.
.	5	24	53	74	87	69	48	24	16	400
.	1	10	14	18	35	33	12	12	10	145
.	6	34	67	92	122	102	60	36	26	545
.	.	.	.	.	.	1	1	4	1	7
.	.	.	.	.	.	4	20	30	34	88
.	.	.	.	1	11	49	74	42	10	187
.	.	.	.	.	2	31	94	71	53	251
.	.	.	.	8	70	108	66	11	4	267
.	.	.	.	7	37	97	116	57	9	323
.	.	.	18	113	149	108	26	5	.	419
.	.	.	13	81	192	157	74	18	7	542
.	.	.	31	210	461	555	471	238	118	2,084
.	.	32	161	350	251	140	28	† 4	.	966
.	.	11	105	286	385	224	44	† 14	.	1,069
.	24	202	486	479	319	84	11	† 2	.	1,607
.	22	165	453	474	305	127	22	† 4	.	1,572
28	241	595	745	495	183	39	9	† 2	.	2,338
18	192	576	695	479	242	46	9	† 3	.	2,262
333	839	942	607	278	76	11	1	.	.	3,119
251	658	821	595	256	68	10	5	.	.	2,680
885	1,070	732	405	126	39	3	.	.	.	3,626
817	926	632	300	93	26	5	1	.	.	3,112
1,093	672	352	137	49	9	.	1	.	.	3,613
966	587	252	97	29	4	.	.	.	.	3,135
134	131	101	69	33	8	1	.	.	.	584
62	81	69	57	39	22	8	1	.	.	399
4,587	5,443	5,482	4,912	3,466	1,937	698	132	† 29	.	30,082
638	213	60	† 21	.	.	.	.	.	.	3,406
535	224	73	† 25	.	.	.	.	.	.	3,157
203	50	12	† 4	.	.	.	.	.	.	4,071
191	61	21	† 8	.	.	.	.	.	.	3,556
29	16	4	† 4	.	.	.	.	.	.	5,876
40	17	5	† 1	.	.	.	.	.	.	4,822
1,636	576	175	† 63	.	.	.	.	.	.	24,888
6,223	6,025	5,691	5,073	3,768	2,520	1,355	663	303	144	57,599

† Thirteen years and over.

† Eighteen years and over.

PRIMARY SCHOOLS.

Semi-Annual Returns, to January 31, 1886.

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	9	355	130	485	287	113	400	85	80.	299	193	492
Agassiz	3	102	75	177	88	62	150	27	85.	95	90	185
Allston	8	222	221	443	194	186	380	63	83.	269	183	452
Andrew	11	304	323	627	274	283	557	70	89.	356	274	630
Bennett	7	178	158	336	159	136	295	41	88.	208	139	347
Bigelow	13	375	297	672	343	262	605	67	90.	416	276	692
Bowdoin	8	201	196	397	180	168	348	49	88.	236	188	424
Brimmer	9	245	222	467	211	193	404	63	86.	271	198	469
Bunker Hill	12	317	297	614	283	261	544	70	88.	328	294	622
Chapman	6	185	164	349	162	137	299	50	86.	248	119	367
Charles Sumner . .	7	163	152	315	137	129	266	49	84.	183	135	318
Comins	13	373	366	739	338	320	658	81	89.	457	298	755
Dearborn	19	543	516	1,059	488	452	940	119	89.	538	537	1,075
Dillaway	7	191	174	365	167	148	315	50	86.	215	179	394
Dor.-Everett . . .	11	306	278	584	274	240	514	70	88.	357	255	612
Dudley	12	277	302	579	249	266	515	64	89.	318	272	590
Dwight	6	150	169	319	127	135	262	57	82.	181	150	331
Elliot	10	367	119	486	335	104	439	47	85.	286	206	492
Emerson	10	312	184	496	273	157	430	66	86.	249	256	505
Everett	12	316	307	623	280	265	545	78	87.	291	346	637
Franklin	11	357	326	683	317	280	597	86	88.	343	368	711
Frothingham . . .	9	235	239	474	212	207	419	55	88.	243	244	487
Gaston	15	452	350	802	399	307	706	96	88.	435	364	799
George Putnam . .	3	100	91	191	85	76	161	30	84.	126	74	200
Gibson	6	135	143	278	123	120	243	35	89.	168	117	285
Hancock	14	427	338	765	383	303	686	79	90.	530	286	816
Harris	5	104	134	238	93	116	209	29	88.	116	137	253
Harvard	12	303	293	596	270	245	515	81	87.	339	308	647

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside . . .	4	125	103	228	106	85	191	37	84.	131	108	239
Hyde	7	200	179	379	181	162	343	36	91.	192	174	366
Lawrence . .	19	761	236	997	699	209	908	89	91.	533	492	1,025
Lewis	11	298	319	617	265	277	542	75	88.	336	291	627
Lincoln . . .	6	242	102	344	219	89	308	36	90.	167	197	364
Lowell	11	287	305	592	255	269	524	68	89.	381	237	618
Lyman	11	401	175	576	359	150	509	67	88.	282	307	589
Mather	8	197	217	414	163	172	335	79	81.	231	197	428
Minot	5	90	114	204	80	97	177	27	87.	141	68	209
Mount Vernon	3	60	77	137	54	67	121	16	88.	72	55	127
Norcross . . .	13	231	478	709	213	434	647	62	91.	348	372	720
Phillips . . .	6	207	144	351	186	121	307	44	87.	150	214	364
Prescott . . .	9	254	233	487	234	206	440	47	84.	247	242	489
Prince	3	90	87	177	77	71	148	29	84.	97	84	181
Quincy	14	442	313	755	391	273	664	91	88.	380	386	766
Rice	8	233	213	446	201	179	380	66	85.	260	217	477
Sherwin	9	223	241	464	207	218	425	39	91.	249	222	471
Shurtleff . . .	7	160	223	383	145	199	344	39	90.	223	167	390
Stoughton . .	4	84	98	182	70	82	152	30	83.	134	49	183
Tileston . . .	1	36	45	81	30	37	67	14	83.	58	26	84
Warren	7	179	184	363	162	161	323	40	89.	222	154	376
Wells	15	425	423	848	380	360	740	108	87.	553	342	895
Winthrop . . .	6	142	169	311	123	147	270	41	90.	204	109	313
Totals . . .	455	12,962	11,242	24,204	11,531	9,736	21,267	2,937	88.	13,692	11,196	24,888

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, Jan. 31, 1886.

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Adams	109	102	281	492	70	109	120	91	48	27	13	11	3
Agassiz	57	53	75	185	21	33	41	55	24	7	2	..	2
Allston	128	143	181	452	50	108	111	81	56	27	13	3	3
Andrew	172	207	251	630	105	119	132	126	86	41	14	6	1
Bennett	63	128	156	347	53	64	91	64	49	16	7	3	..
Bigelow	221	221	250	692	74	160	182	129	82	36	18	9	2
Bowdoin	91	152	181	424	67	69	100	88	56	32	4	5	3
Brimmer	52	181	236	469	68	98	105	93	76	25	4	..	..
Bunker Hill . .	155	209	258	622	74	118	136	145	89	43	15	1	1
Chapman	102	99	166	367	47	84	117	71	32	9	6	1	..
Chas. Sumner . .	107	96	115	318	64	59	60	69	36	17	11	2	..
Comins	217	212	326	755	114	160	183	156	84	46	10	1	1
Dearborn	330	329	416	1,075	103	176	259	226	174	74	42	12	9
Dillaway	95	130	169	394	35	90	90	101	51	23	4	..	..
Dor. Everett . .	177	153	282	612	179	84	94	94	92	50	12	6	1
Dudley	154	151	285	590	55	129	134	127	79	47	11	7	1
Dwight	111	94	126	331	46	56	79	58	54	26	8	4	..
Ellot	99	194	199	492	72	107	107	96	72	29	8	1	..
Emerson	116	155	234	505	63	75	111	106	74	42	23	9	2
Everett	229	223	185	637	64	101	126	153	111	57	20	3	2
Franklin	212	186	313	711	70	125	148	176	116	51	21	4	..
Frothingham . .	116	211	160	487	62	72	109	96	91	48	5	4	..
Gaston	194	249	356	799	96	168	171	159	130	54	18	2	1
Geo. Putnam . .	46	48	106	200	23	49	49	49	19	5	1	..	..
Gibson	65	93	127	285	42	62	64	62	45	7	2	..	1
Hancock	159	196	461	816	130	217	183	146	99	32	9	..	..
Harris	58	88	107	253	18	47	51	60	31	24	12	3	7
Harvard	110	140	397	647	82	132	125	146	83	58	13	7	1
Hillside	60	85	94	239	31	45	55	56	30	13	7	2	..

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Hyde	111	100	155	366	42	66	84	78	53	31	10	..	2
Lawrence . .	298	289	438	1,025	96	201	236	218	165	70	29	7	3
Lewis	145	198	284	627	76	133	127	150	87	44	8	1	1
Lincoln . . .	117	116	131	364	28	62	77	80	69	33	9	5	1
Lowell	170	108	340	618	81	135	165	118	73	32	11	1	2
Lyman	160	156	273	589	57	108	117	111	105	59	27	3	2
Mather	128	139	161	428	58	84	89	106	51	24	12	2	2
Minot	54	55	100	209	38	54	49	40	13	8	5	2	..
Mt. Vernon .	38	29	60	127	13	23	36	29	18	4	4	..	..
Norcross . .	198	274	248	720	84	115	149	167	113	58	16	15	3
Phillips . . .	139	108	117	364	36	44	70	80	66	42	18	8	..
Prescott . . .	106	185	198	489	57	92	98	121	82	24	10	4	1
Prince	62	57	62	181	9	29	59	36	35	10	3	..	..
Quincy	244	268	254	766	89	130	161	184	122	54	22	4	..
Rice	116	177	184	477	44	99	117	112	66	31	6	2	..
Sherwin . . .	112	146	213	471	65	99	85	78	76	47	14	4	3
Shurtleff . .	110	115	165	390	39	89	95	97	37	21	10	2	..
Stoughton . .	53	39	91	183	44	40	50	24	18	4	2	1	..
Tileston . . .	23	12	49	84	25	16	17	16	7	2	..	1	..
Warren	101	158	117	376	42	87	93	93	40	18	3	..	..
Wells	172	271	452	895	119	208	226	180	105	39	16	1	1
Winthrop . .	101	99	113	313	45	85	74	49	50	15	8	6	1
Totals	6,563	7,627	10,698	24,888	3,170	4,915	5,607	5,246	3,500	1,636	576	175	63
Percentages	26.4	30.6	43.	100	12.7	19.7	22.9	21.	14.	6.5	2.3	.7	.2

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1886.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	11	512	46.5	Harris	5	279	55.8
Agassiz.....	6	343	57.2	Harvard ...	12	619	51.6
Allston	11	542	49.3	Hillside	6	357	59.5
Andrew.....	13	714	54.9	Hyde	11	587	53.4
Bennett	9	471	52.3	Lawrence ..	18	907	50.4
Bigelow	15	857	57.1	Lewis.....	12	672	56.0
Bowdoin....	9	390	43.3	Lincoln	15	817	54.5
Brimmer....	13	672	51.7	Lowell.....	12	639	53.2
Bunker Hill.	13	673	51.7	Lyman	12	593	49.4
Chapman ...	12	627	52.3	Mather	9	445	49.4
Chas. Sumner	6	343	57.2	Minot	6	282	47.0
Comins	20	1,123	56.1	Mt. Vernon..	5	186	37.2
Dearborn...	19	980	51.6	Norcross...	14	655	46.8
Dillaway ...	12	643	53.6	Phillips	14	765	54.6
Dor.-Everett	11	616	56.0	Prescott....	9	475	52.8
Dudley	14	708	50.6	Prince	9	505	56.1
Dwight	13	675	51.9	Quincy.....	12	551	45.9
Eliot	20	994	49.7	Rice	12	617	51.4
Emerson....	13	686	52.8	Sherwin....	9	475	52.8
Everett.....	14	721	51.5	Shurtleff..	13	673	51.8
Franklin....	15	741	49.4	Stoughton..	6	323	53.8
Frothingham	12	638	53.2	Tileston....	12	75	37.5
Gaston	11	514	46.7	Warren	13	660	50.8
Geo. Putnam	6	308	51.3	Wells.....	10	493	49.3
Gibson	9	416	46.2	Winthrop ..	19	972	51.2
Hancock ...	11	567	51.5	Totals ...	583	30,096	51.6

¹ Principal included.

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, January 31, 1886.

DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams	9	485	53.9	Harris	5	238	47.6
Agassiz	3	177	59.0	Harvard ...	12	596	49.7
Allston	8	443	55.4	Hillside	4	228	57.0
Andrew	11	627	57.0	Hyde	7	379	54.1
Bennett	7	336	48.0	Lawrence ..	19	997	52.5
Bigelow	13	672	51.7	Lewis	11	617	56.1
Bowdoin ...	8	397	49.6	Lincoln	6	344	57.3
Brimmer ...	9	467	51.9	Lowell	11	592	53.8
Bunker Hill.	12	614	51.2	Lyman	11	576	52.4
Chapman ...	6	349	58.2	Mather	8	414	51.8
Ch's Sumner	7	315	45.0	Minot	5	204	40.8
Comins	13	739	56.9	Mt. Vernon	3	137	45.7
Dearborn ..	19	1,059	55.7	Norcross ...	13	709	54.5
Dillaway ...	7	365	52.1	Phillips	6	351	58.5
Dor.-Everett	11	584	53.1	Prescott ...	9	487	54.1
Dudley	12	579	48.2	Prince	3	177	59.0
Dwight	6	319	53.2	Quincy	14	755	53.9
Eliot	10	486	48.6	Rice	8	446	55.8
Emerson ...	10	496	49.6	Sherwin ...	9	464	51.6
Everett	12	623	51.9	Shurtleff ...	7	383	54.7
Franklin ...	11	683	62.1	Stoughton ..	4	182	45.5
Frothingham	9	474	52.7	Tileston	1	81	81.0
Gaston	15	802	53.5	Warren	7	363	51.9
Geo. Putnam	3	191	63.7	Wells	15	848	56.5
Gibson	6	278	46.3	Winthrop ..	6	311	51.8
Hancock	14	765	54.7	Totals	455	24,204	53.2

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools for the five months ending January 31, 1886.

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams.....	60	15	75	Harris	17	20	37
Agassiz.....	25	28	53	Harvard	65	62	127
Allston	68	60	123	Hillside.....	25	19	44
Andrew.....	79	61	140	Hyde	20	30	50
Bennett.....	30	32	62	Lawrence	106	21	127
Bigelow.....	82	58	140	Lewis	61	82	143
Bowdoin	39	43	82	Lincoln	30	5	35
Brimmer.....	41	36	77	Lowell.....	73	81	154
Bunker Hill.....	70	71	141	Lyman.....	80	27	107
Chapman	47	52	99	Mather	50	56	106
Charles Sumner	44	27	71	Minot.....	29	26	55
Comins	92	85	177	Mt. Vernon	17	16	33
Dearborn	110	88	198	Norcross.....	29	49	78
Dillaway.....	50	34	84	Phillips	48	32	80
Dor.-Everett	70	57	127	Prescott.....	30	54	84
Dudley	76	73	149	Prince	20	25	45
Dwight	25	38	63	Quincy	55	45	100
Eliot	67	18	85	Rice.....	55	54	109
Emerson	54	36	90	Sherwin	51	46	97
Everett	58	84	142	Shurtleff.....	23	32	55
Franklin.....	41	46	87	Stoughton.....	15	21	36
Frothingham	44	37	81	Tileston	4	4	8
Gaston.....	78	81	159	Warren.....	36	49	85
George Putnam.....	27	20	47	Wells.....	76	67	143
Gibson.....	48	37	85	Winthrop	4	37	41
Hancock	75	70	145	Totals	2,514	2,247	4,761

GRAMMAR SCHOOLS.

Number of diploma-scholars, June, 1885. Number of these admitted to High and Latin Schools, September, 1885.

SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.	SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.
	Boys.	Girls.	Total.			Boys.	Girls.	Total.	
Adams	20	8	28	12	Harris	8	11	19	12
Allston	12	12	24	15	Harvard ...	23	21	44	26
Andrew	13	15	28	15	Hillside ....	..	23	23	20
Bennett	14	13	27	16	Lawrence .	40	..	40	12
Bigelow	54	..	54	16	Lewis	40	34	74	50
Bowdoin .....	..	27	27	15	Lincoln ...	46	..	46	24
Brimmer	32	..	32	17	Lowell	17	24	41	21
Bunker Hill...	22	21	43	20	Lyman	13	9	22	11
Central	33	..	33	16	Mather	12	20	32	16
Chapman	23	29	52	31	Minot	4	11	15	13
Chas. Sumner.	13	4	17	7	Mt. Vernon.	7	8	15	10
Comins	26	22	48	23	Norcross ...	..	29	29	13
Dearborn	11	22	33	20	Phillips ...	28	..	28	15
Dillaway .....	..	34	34	17	Prescott ...	22	17	39	27
Dor.-Everett ..	23	13	36	32	Prince	12	31	43	25
Dudley	36	..	36	17	Quincy	39	..	39	13
Dwight	45	..	45	22	Rice	39	..	39	29
Eliot	30	..	30	13	Sherwin ...	37	35	72	32
Emerson	13	23	36	24	Shurtleff ..	..	41	41	22
Everett .....	..	47	47	30	Stoughton .	7	13	20	14
Franklin .....	..	34	34	16	Tileston ...	2	8	10	9
Frothingham ..	14	20	34	27	Warren	20	23	43	25
Gaston .....	..	32	32	14	ells .....	..	28	28	15
George Putnam	7	10	17	12	Winthrop ..	..	55	55	26
Gibson	13	18	31	21					
Hancock .....	..	31	31	15	Totals	870	876	1,746	963

REPORT

OF THE

COMMITTEE ON ACCOUNTS.

EIGHTEENTH ANNUAL REPORT.

Boston, June 1, 1886.

The Committee on Accounts, in accordance with the Rules, herewith submit their annual report for the financial year 1885-86, together with the "Report of Expenditures" required of the Auditing Clerk by the Regulations.

To give the total cost for carrying on the schools it is necessary to include in this report the expenditures made under the direction of the City Council, which have been kindly furnished your committee by the Superintendent of Public Buildings.

Under date of February 10, 1885, the Committee on Accounts presented to the Board the estimated amounts required to carry on the public schools, exclusive of the sums to be expended by the City Council for furniture, repairs, and the building of new school-houses; and the same, after having been approved, were transmitted to the City Auditor.

The City Council granted the estimates as presented, which were as follows :—

Salaries of instructors	.	.	.	.	\$1,204,146
Salaries of officers	.	.	.	.	60,180
School expenses	.	.	.	.	272,800
					<hr/>
					\$1,537,126
					<hr/>

The expenditures were as follows : —

School Committee.

Salaries of instructors	\$1,192,493 29
Salaries of officers	58,910 00
School expenses : —	
Salaries of janitors	\$86,601 38
Fuel, gas, and water	58,545 69
Books	46,911 97
Printing	5,319 25
Stationery and postage	8,767 40
Miscellaneous items	26,777 51
	<hr/> 232,923 20
Expended from the appropriation	\$1,484,326 49
Expended from income of Gibson Fund	910 71
	<hr/>
Total expenditure	\$1,485,237 20
Total income	31,213 34
	<hr/>
Net expenditure, School Committee	\$1,454,023 86

City Council.

Furniture, masonry, carpentry, roofing, heating-apparatus, etc.	\$188,435 63
Income	137 50
	<hr/>
Net expenditure, City Council	188,298 13
	<hr/>
Total net expenditure for the year (exclusive of new school-houses)	\$1,642,321 99

Your committee, in preparing the estimates, stated that the probable income would be as follows : —

Non-residents, State and City	\$13,000 00
Trust-funds and other sources	12,000 00
	<hr/>
Total estimated income	\$25,000 00

The income collected was as follows :—

Non-residents, State and City,	\$15,247 00
Trust-funds and other sources,	15,590 35
Sale of books	247 83
Rebate, Boston Gas-Light Co.	128 16
	<hr/>
Total income	<u>\$31,213 34</u>

The income collected over the amount estimated was \$6,213.34, which amount, added to that unused, \$52,799.51, and returned to the City Treasury, aggregated the sum of \$59,012.85, saved by the School Committee from the net amount appropriated to them for school purposes by the City Council.

The expenses of the School Committee, as compared with those of the year previous, present a decrease of \$14,321.91. The expenses incurred by the City Council for furniture, repairs, etc., of school-houses, were decreased \$9,234.48, thereby decreasing the net expenditure of both departments to the amount of \$23,556.39.

The average number of pupils belonging to all the schools was 61,259. The average cost per pupil, incurred by the School Committee, was \$23.74; by the City Council, \$3.07, — making the total average cost per pupil, \$26.81.

The public schools as at present constituted comprise 1 Normal School, 2 Latin Schools, 8 High Schools, 51 Grammar Schools, 455 Primary-School classes, 1 School for Deaf-mutes, and 1 Manual Training School. The city also pays tuition for pupils attending a school on Spectacle Island.

These schools accommodate 57,180 pupils.

In addition 4,079 pupils, ranging from twelve years of age upwards, received instruction during the year in 1 Evening High School, 13 Evening Elementary Schools, and 5 Evening Drawing Schools.

The number of teachers employed to instruct these 61,259

pupils, including special teachers, temporary teachers, and special assistants, was 1,491, giving an average of 41 pupils to each teacher employed.

Besides the instructors the School Committee maintained a force of 156 janitors, 17 truant-officers, 10 officers of the School Board, and 13 assistants or other employees, making a total of 1,687 salaried persons in the service of the School Committee to carry on the work of the public schools.

The proper oversight of this large force of employees, involving, with the cost of supplying the schools with all the materials needed for work, a net expenditure of \$1,454,023.86 the past year, shows more plainly than words the magnitude of the work intrusted to the School Board.

Later in this report, under the headings of expenditures for the different grades of schools, the cost of each grade is given, which cost includes only such expenses as are directly chargeable to that particular grade. In addition to those expenses about seven per cent. of the running expenses of the schools might be termed general expenses, not being incurred for any particular grade, and consisting principally of the salaries paid the Officers of the Board and Directors of Special Studies, the cost of printing, the annual festival, and other similar expenses. By this plan the total net expenditure for carrying on the schools is charged proportionately to the several grades.

The different grades of schools are charged with the general expenses and credited with the income received on account of the schools as a whole, as follows:—

	General Expenses.	General Income.
High Schools	\$14,085 30	\$2,226 90
Grammar Schools	53,646 13	8,481 53
Primary Schools	27,041 66	4,275 32
Horace Mann School	628 01	99 29
Licensed Minors' Schools	44 44	7 03
Evening Schools	2,430 59	384 27
Evening Drawing Schools	733 75	116 01
Totals	<u>\$98,609 88</u>	<u>\$15,590 35</u>

The total cost for carrying on each of the several grades of schools the past year was as follows : —

NORMAL, LATIN, AND HIGH SCHOOLS.

Salaries of instructors	\$166,280 56
Salaries of janitors	10,789 00
Books, drawing materials, and stationery	11,442 83
Other supplies and miscellaneous items	1,810 05
Fuel, gas, and water	7,543 11
Proportion of general expenses	14,085 30
Total cost, School Committee	\$211,950 85
Income from sale of books	\$161 26
Proportion of general income	2,226 90
	<u>2,388 16</u>
Net cost, School Committee	\$209,562 69
Proportion of net expenses, Public Building Committee,	25,889 98
Total net cost	\$235,452 67
<hr/>	
Average number of pupils, 2,786 ; cost per pupil, \$84.51.	
Cost for educating 2,786 pupils	\$235,452 67
Tuition paid by 73 non-resident pupils	6,852 08
Net cost for educating 2,713 resident pupils	\$228,600 59
Average cost for each resident pupil	\$84 26

GRAMMAR SCHOOLS.

Salaries of instructors	\$640,226 35
Salaries of janitors	41,988 78
Books, drawing materials, and stationery	40,721 44
Other supplies and miscellaneous items	3,595 08
Fuel, gas, and water	27,072 63
Proportion of general expenses	53,646 13
Total cost, School Committee	\$807,250 41
Income from sale of books	\$44 27
Income from non-resident tuition	759 48
Carried forward	\$803 75
	<u>\$807,250 41</u>

<i>Brought forward</i>	\$803 75	\$807,250 41
Rebate, Boston Gas-Light Co.	128 16	
Proportion of general income	8,481 53	
		<u>9,413 44</u>
Net cost, School Committee		\$797,836 97
Net expenses, Public Building Committee		90,606 30
Total net cost		<u>\$888,443 27</u>

Average number of pupils, 30,096 ; average cost per pupil, \$29.52.

PRIMARY SCHOOLS.

Salaries of instructors	\$319,026 87	
Salaries of janitors	31,892 33	
Books, drawing materials, and stationery	5,932 50	
Other supplies and miscellaneous items	2,898 46	
Fuel, gas, and water	20,122 20	
Proportion of general expenses	27,041 66	
Total cost, School Committee	\$406,914 02	
Income from sale of books	\$30 55	
Proportion of general income	4,275 32	
		<u>4,305 87</u>
Net cost, School Committee	\$402,608 15	
Net expenses, Public Building Committee	65,557 62	
Total net cost	\$468,165 77	

Average number of pupils, 24,204 ; average cost per pupil, \$19.34.

HORACE MANN SCHOOL.

Salaries of instructors	\$8,158 50	
Salary of janitor	401 00	
Books, drawing materials, and stationery	23 00	
Other supplies and miscellaneous items	16 11	
Fuel, gas, and water	223 25	
Proportion of general expenses	628 01	
Total cost, School Committee	\$9,449 87	
Proportion of general income	99 29	
		<u>\$9,350 58</u>
Net expenses, Public Building Committee	3,244 70	
		<u>\$12,595 28</u>

Average number of pupils, 77 ; cost per pupil, \$163.58.

REPORT OF EXPENDITURES.

87

Total cost for educating 77 pupils	\$12,595 28
Received from the State, etc., for tuition	7,612 71
Net cost for educating 77 pupils	<u>\$4,982 57</u>
Net average cost for each pupil	\$64 71

SCHOOL FOR LICENSED MINORS.

Salaries of instructors	\$620 00
Books and stationery	4 00
Other supplies and miscellaneous items	15
Proportion of general expenses	<u>44 44</u>
Total cost, School Committee	\$668 59
Proportion of general income	7 08
Net cost, School Committee	<u>\$661 56</u>
Net expenses, Public Building Committee	173 00
Total net cost	<u><u>\$834 56</u></u>

EVENING HIGH AND ELEMENTARY SCHOOLS.

Salaries of instructors	\$29,760 34
Salaries of janitors	1,277 07
Books and stationery	854 64
Other supplies and miscellaneous items	78 74
Fuel, gas, and water	2,173 22
Proportion of general expenses	<u>2,430 59</u>
Total cost, School Committee	\$36,574 60
Income from sale of books	\$11 75
Proportion of general income	<u>384 27</u>
	396 02
Net cost, School Committee	<u>\$36,178 58</u>
Net expenses, Public Building Committee	733 30
Total net cost	<u><u>\$36,911 88</u></u>

Average number of pupils, 3,484; average cost per pupil, \$10.59.

EVENING DRAWING SCHOOLS.

Salaries of instructors	\$8,273 00
Salaries of janitors	253 20
Drawing materials and stationery	868 54
Other supplies and miscellaneous items	11 52
Fuel, gas, and water	901 08
Proportion of general expenses	733 75
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Total cost, School Committee	\$11,041 09
Income from non-resident tuition	\$22 73
Proportion of general income	116 01
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	138 74
<hr/>	
Net cost, School Committee	\$10,902 35
Net expenses, Public Building Committee	2,093 23
<hr/>	
Total net cost	<u>\$12,995 58</u>

Average number of pupils, 595; average cost per pupil, \$21.84.

The average number of pupils belonging to all the schools increased 1,553 over the previous year, — a larger increase than usual. The increase in the different grades was as follows: High Schools, 206; Grammar Schools, 584; Primary Schools, 524; Horace Mann School, 1; Evening High School, 14; Evening Elementary Schools, 241; Evening Drawing Schools, 6; Spectacle Island School, 17; total increase, in the schools mentioned, of 1,593. Deducting the number of pupils in the Licensed Minors' School, discontinued in September, 1885, it leaves the net increase 1,553.

The number of pupils attending the different High Schools has increased from 2,157 to 2,786 within three years, — an increase of nearly 30 per cent.

The increase in the number of pupils in the High, Grammar, and Primary Schools during the past year would permit the election of twenty-five additional teachers; but, as the regular teaching force only increased twenty-one, it indicates that the committee of the Board having charge of the nomination of teachers are watchful of the city's interest.

The number of regular instructors on the pay-rolls April 1, 1885, was 1,171. During the year 68 resigned, 3 were discontinued, and 6 died. Of the 71 instructors who resigned and were discontinued, 21 were appointed to higher positions, making the actual reduction 56, and leaving 1,115 of the original number. During the year there were, in addition, 77 new appointments, making the total of regular instructors, April 1, 1886, 1,192, — an increase of 21 for the year. In addition there have been 67 temporary teachers and 51 special assistants employed in the day schools; an average of 137 instructors in the Evening and Evening Drawing Schools, and 44 special teachers, making a total of 1,491 instructors on the pay-rolls during the year.

The Manual Training School, established in the basement of the Latin-School building, March 1, 1884, has been in successful operation during the year. The cost for maintaining the school, including the salary of the instructor, was \$1,711.53, which was charged to the appropriation for school expenses. In addition to this school, supported by the city, about 300 pupils have received instruction each week since November, 1885, in two schools established and supported by private parties, the instruction having been given under the direction of the Committee on Manual Training.

An order was passed by the School Board, December 22, 1885, requesting the Committee on Accounts to include \$6,000 for manual training in the estimates for 1886-87, which request was complied with. But it is to be regretted that the City Council failed to appropriate sufficient funds to enable the School Committee to keep pace with public opinion in this important branch of school instruction.

Under the different headings of High, Grammar, Primary, and Special Schools, your committee present a brief history of each school or district, showing the location, the number of pupils attending, the number of instructors employed, and such other information as was thought would prove interesting; also the direct expenditures for each particular grade.

The valuation of the buildings and land belonging to the several grades of schools, as assessed May 1, 1885, was as follows:—

High Schools	\$1,260,100 00
Grammar Schools	4,135,000 00
Primary Schools	2,849,500 00
Special School	30,000 00
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Total valuation, May 1, 1885	<u>\$8,274,600 00</u>

The original cost of the same to May 1, 1885, was about \$7,157,000.

The City Council have expended during the past thirty years the sum of \$6,420,641.98 for new school-houses, and furnishing the same, being an average of \$214,021.40 for each year during that time.

In the following table the total net expenditure incurred by the School Committee is divided into three items:—

1. Salaries of instructors, officers, and janitors.
2. Fuel, gas, and water.
3. Supplies and miscellaneous expenses.

The net amount expended for each of these items during the past ten years is herewith shown:—

Year.	No. of pupils.	Salaries instructors, officers, janitors.	Fuel, gas, and water.	Supplies and miscellaneous expenditures.
1876-77	50,308	\$1,325,037 29	\$55,490 16	\$122,673 25
1877-78	51,759	1,261,576 27	53,821 70	110,680 46
1878-79	53,262	1,214,479 44	47,678 94	111,343 68
1879-80	53,981	1,213,598 48	40,920 22	113,243 02
1880-81	54,712	1,216,846 33	57,483 62	65,562 93
1881-82	55,638	1,221,244 61	57,593 17	44,788 33
1882-83	57,554	1,232,811 68	60,863 11	46,858 31
1883-84	58,788	1,260,754 58	66,068 59	46,966 55
1884-85	59,706	1,288,896 39	61,325 41	118,123 97
1885-86	61,259	1,308,078 03	58,417 53	87,528 30

The above table will show that the average yearly increase in pupils was about 1,200, which should enter into the account in comparing expenses.

The following table combines the above, and shows the total net expenditures made by the School Committee, the number of pupils, and the average cost per pupil as incurred by them for the past ten years : —

Year.	Expenditures.	Income.	Net expenditures.	No. of pupils.	Rate per pupil.
1876-77 . .	\$1,525,199 73	\$21,999 03	\$1,503,200 70	50,308	\$29 88
1877-78 . .	1,455,687 74	30,109 31	1,425,578 43	51,759	27 54
1878-79 . .	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
1879-80 . .	1,416,852 00	49,090 28	1,367,761 72	53,981	25 34
1880-81 . .	1,413,763 96	73,871 08	1,339,892 88	54,712	24 49
1881-82 . .	1,392,970 19	69,344 08	1,323,626 11	55,638	23 79
1882-83 . .	1,418,811 66	73,278 56	1,340,533 10	57,554	23 29
1883-84 . .	1,452,854 38	79,064 66	1,373,789 72	58,788	23 37
1884-85 . .	1,507,394 03	39,048 26	1,468,345 77	59,706	24 59
1885-86 . .	1,485,237 20	31,213 34	1,454,023 86	61,259	23 74

It will be seen from the preceding table that the expenses of the School Committee the past year were 85 cents less per pupil than for the previous year.

The amount paid for salaries of instructors during the year was \$1,192,493.29,—an increase over that of the previous year, of \$21,741.58. The variations in the salaries in the different grades were as follows:—

High Schools, increased	\$2,657 79
Grammar Schools, increased	7,258 46
Primary Schools, increased	7,097 16
Horace Mann School, increased	19 61
Evening High School, increased	605 68
Evening Elementary Schools, increased	1,555 00
Evening Drawing Schools, increased	213 00
Special Instructors, increased	3,095 00
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A total increase of	\$22,501 70

Deducting from this amount the decrease of \$760.12 in the salaries for the Licensed Minors' School, caused by its discontinuance, it leaves the net increase \$21,741.58, as before stated.

The experience of the past three years indicates that if the number of pupils continues to increase in the same ratio, the cost for salaries of instructors under existing circumstances will present an increase each year of about \$22,000.

Usually the largest amount of money to be raised by taxation in the various cities and towns of the Commonwealth, for any one item, is that required for the support of the public schools. The question has arisen, during the year, whether the calculation of the cost per pupil should be based on the average number of pupils belonging or on the average attendance. Your committee are of the opinion that very little is saved to the city on account of temporary absences of pupils, as provision is made and expenses incurred for

their attendance. It would be a very economical member of any School Board who would think of reducing a teacher's salary because some of her pupils, owing to sickness, were deprived of attending school for a week, or even a month. For this reason your committee believe that the average actual number of pupils belonging to the schools should be the basis for calculating the cost per pupil. During the year the total number of pupils attending our schools was 63,838
 the average number belonging was 61,259
 and the average attendance was 54,494

It can be seen at a glance that the cost per pupil would be increased or diminished according to the basis on which it was computed.

By the Rules of the Board the number of teachers allowed each school is based upon the greatest whole number belonging, and the rank of the teachers is based upon the average whole number belonging, the average attendance not entering into the account, either in employing teachers or fixing their rank.

Previous to twenty years ago all the accounts for expenditures incurred by the School Board were kept by the City Auditor, who inaugurated the custom of estimating the cost per pupil according to the average number of pupils belonging. The School Board has continued that custom, considering it the proper basis for computation, and the only basis that would be proper to use in making comparisons with previous years.

From such information as can be obtained this plan agrees with the custom in many other places, although there does not seem to be any definite rule about it. It would be unfair to compare the cost of educating a pupil in Boston with that in other cities, unless certain elements entering into that cost are considered. It is a well-known fact that a much larger proportion of our pupils are receiving instruction in

High Schools than is the case elsewhere. What other city of 400,000 inhabitants expends \$57,000 yearly for preparing boys and girls for college, in addition to more than \$170,000 for other High-School instruction? Then, again, the proportion of pupils in our Grammar Schools, as compared with other cities, is largely in excess of Primary pupils. These are facts which should surely be considered in comparing the cost of education. The citizens of Boston will never complain of the expense of educating their children, even if it exceeds the cost elsewhere, provided they feel reasonably sure that the advantages afforded are in proportion.

February 26, 1884, the following order was passed by the School Board :—

Ordered, That principals shall return each month, with the pay-roll, a list containing the names of all instructors in their school or district who have been absent during the month, the number of days they have been absent, the names of the substitutes, and the number of days they served.

In accordance with the foregoing order the following returns for the year have been received :—

Number of days teachers were absent	9,101
Number of days substitutes were employed	8,379
Number of days teachers were absent without employing substitutes	722

It would require \$2,313.77 to pay substitutes for the service not rendered, as many of the instructors who failed to procure substitutes were of the higher grades. As a rule, however, substitutes are employed when it is possible to procure them.

The above returns, as compared with the absences of the year previous, show a decrease of about fifteen per cent.

In this connection it might be stated that, under authority of the Board, four special substitutes were employed during the year, to hold themselves in readiness for substitute ser-

vice. After a trial of four or five months the plan was discontinued, as it did not fully meet the wants of the schools. The cost to the city for the experiment was \$146.

During the year \$42,350.88 were paid for instruction by special teachers, as follows: Sewing, 28 teachers, in 208 divisions, \$15,135.63; Music, 5 teachers, \$13,200; Drawing, 1 teacher, \$3,000; French, 4 teachers, \$4,245; German, 1 teacher, \$1,027.50; Sciences, 1 teacher, \$158.40 (service ended July 1, 1885); Hygiene, 1 teacher, \$1,641.67 (service commenced Sept. 14, 1885); Calisthenics and Elocution, 2 teachers, \$1,452; Military Drill, 1 teacher and 1 armorer, \$2,160; school on Spectacle Island, 1 teacher, \$330.68.

The number of special assistants employed during the year, under Section 217 of the Regulations, to assist teachers of the lowest Primary classes, was 51; and the salaries paid the same amounted to \$3,305.

The number of temporary teachers employed during the year was 67, and the amount paid them was \$9,270.83, of which \$3,617.25 were expended for service in the High Schools; \$3,247.92 in the Grammar Schools; \$2,289.66 in the Primary Schools, and \$116 in the Horace Mann School.

One Evening High School and twelve Evening Elementary Schools were opened on the last Monday in September, and continued until the second Friday in March. According to the Rules these schools should have closed on the first Friday in March; but, owing to the vacation having been extended by the School Board, Dec. 22, 1885, from one week to two weeks, the schools were continued an additional week, which permitted them to be in session the full number of weeks in the term. Nov. 30, 1885, an additional evening school was established in the Allston School, Brighton, and closed with the other evening schools.

The cost for salaries of instructors in these schools the past year was \$29,760.34,—an increase as compared with that of the preceding year of \$2,160.68.

Five Evening Drawing Schools were opened the third Monday in October, and closed March 12, 1886.

The amount paid for salaries of instructors in these schools was \$8,273, — an increase, as compared with that of the previous year, of \$213.

In the other schools of the city the principal cost for supplies is the expense for books to be loaned to successive pupils; but in the Evening Drawing Schools all of the supplies furnished are necessarily drawing materials, which must be refurnished each year, thereby adding largely to the cost of supplying these schools.

The amount paid for salaries of officers the past year, including the Superintendent, Supervisors, Truant-officers, the other officers of the Board and their assistants, was \$58,910,—a decrease of \$1,110 as compared with the previous year. The decrease was effected by a reduction of one in the force of the Truant-officers.

The amount paid for services required of janitors the past year was \$86,601.38,—an increase over that of last year of \$1,618.47, occasioned principally by the occupancy of new buildings.

The number of buildings in charge of the School Board the past year was 176, occupying about 3,145,000 square feet of land, and requiring a force of 155 janitors and 1 engineer. The average salary paid to each janitor was \$555.14.

The janitors have petitioned for an increase of their salaries, claiming that as a body they do not receive suitable compensation for the services rendered, and alleging that, in many

cases, the salaries paid some janitors, as compared with those of others, are not equal.

Considering all the elements that enter into the care of the buildings it is doubtless a difficult task to equitably arrange the salaries. For example, in buildings of the same size, a girls' school is more easily taken care of than a boys' school; a new building can be kept clean with less work than an old building; new heating apparatus can be run with less effort than old apparatus, and so on.

These and similar arguments are made by the janitors, some of which are doubtless convincing; but it is impossible to consider them all in making a uniform standard for fixing the salaries.

The Committee on Accounts of 1885 voted to increase the total amount paid janitors \$4,500, and that the Committee on Accounts of 1886 apportion the amount as seemed best.

This amount was included in the estimates prepared by the Committee on Accounts, and was favorably acted upon by the School Board. The only question now to be considered is, if, the vote of 1885 should be carried out with the appropriation as reduced by the City Council; and it will receive the careful consideration of your committee.

During the year new measurements of all the school-houses have been made, to learn what, if any, inequalities exist in the present rates of payment. It may be possible to effect a better adjustment of the salaries, even though the committee decide that they would not be justified in authorizing a general increase under the present circumstances.

At a meeting of the Masters' Association of the Boston Public Schools, held early in February, a committee was appointed to ascertain if some action could be taken whereby the yards of the various school-houses could be cleared from snow.

The committee held a conference with the Mayor concerning the subject, which resulted in forwarding to him a com-

munication setting forth the inconvenience arising from the accumulation of snow in the yards, and appealing to him to take the proper steps to remedy the difficulty.

The masters comprising the committee, and the Mayor, to whom the communication was addressed, seemed to be in doubt as to which department should properly do this work; and, to remove this doubt, the Mayor referred the communication to the Corporation Counsel, who decided that it was the duty of the School Committee to do the work. Consequently the Mayor sent the communication and the opinion of the Corporation Counsel to the School Board for their consideration, and the School Board referred the matter to the Committee on Accounts.

Prior to eight years ago the Superintendent of Health had charge of the removal of snow, which was paid for out of the appropriation granted the Health Department; but, the City Council deciding that the School Board should do the work, no appropriation was granted the Health Department for continuing it. Since that time the snow has not been removed to any great extent, the janitors being only required to clear paths to the entrance doors and out-buildings.

It seems to your committee that the department having on hand the proper facilities for doing work of this kind can do it much cheaper than the School Department, — the question as to which department the City Council will grant the money to pay the bills not being so important.

To collect information on this subject the following communication was sent to the principals of High and Grammar Schools: —

OFFICE OF COMMITTEE ON ACCOUNTS,

MASON STREET, BOSTON, March 1, 1886.

To the Principals of High and Grammar Schools: —

The Committee on Accounts have had referred to them for consideration the question of the removal of snow from the whole or a portion of the school-house yards.

The committee, from information thus far gained, are of the opinion that, while it would be desirable to entirely remove the snow, reasonable accommodations would be afforded the pupils at recess, in a large majority of the schools, by clearing a part of the yards.

As no appropriation for this object has been requested or granted, the committee thought it would be desirable to obtain from each principal his views on the subject, in order that a beginning, at least, might be made in arranging some plan of operation which could be carried out with a reasonable outlay.

The School Committee wish, if possible, to avoid the hiring of a large extra force of men to do this work, and prefer that it be done by the janitors, if practicable.

Will you, therefore, kindly send to this committee a list of the buildings under your charge, and state the minimum number of square feet in each yard which you think it would be necessary to have cleared from snow to accommodate the children? State, also, if the snow removed from a portion of the yard could not be allowed to remain in the uncleared part of the yard. Please inform the committee in what buildings in your district, if any, there are basements, or unoccupied rooms, which could afford accommodations for the recess of the pupils.

The committee will be glad to receive any suggestions concerning the matter which you may be pleased to offer.

After it is known just how much surface in each yard it will be necessary to clear, and what disposition must be made of the snow removed, a tariff might be arranged by which the janitors could be compensated for the extra labor required of them, — which might properly be done under the direction and to the satisfaction of the principals.

Please give this matter your early attention, and return to the undersigned the information requested.

Yours truly,

WM. C. WILLIAMSON,
Chairman Committee on Accounts.

Replies to the foregoing circular showed a wide diversity of opinion among the masters, — some being satisfied with the present arrangement, and others stating that the health of the pupils demands that the snow shall be entirely removed.

In answer to the circular, replies were received concerning the yards of 163 buildings. Thirty-four principals reported of 69 yards that no change need be made; 28 principals re-

ported of 49 yards that the snow should be removed from 264,648 square feet of surface, and that the snow could remain piled in the other portions of the yards without inconvenience; 11 principals reported of 22 yards that the snow should be cleared in part, to the extent of 110,094 square feet, which should be removed; and 15 principals reported of 23 yards that they should be entirely cleared of snow, to the extent of 104,724 square feet, which should be removed.

The conclusions to be drawn from the statements received are as follows:—

In 69 yards, more than two-fifths, no change is needed; in 49 yards it is desired that a portion of the yard be cleared from snow, which can remain piled in the yards; and in the remaining 45 yards it is desired that the whole, or a portion, of the snow be removed.

From the letters received the following extract from that of a well-known principal of one of the largest mixed Grammar Schools may prove interesting:—

In my judgment we have no school-yards in this district from which it is necessary to remove the snow to give the children all the comfort they need. The janitors shovel ample paths. The snow surface is more preferable for play than the bricks, and we let our children run and have a good time at recess.

If in heavy storms we wish extra space cleared we have more large boys ready to "go in" and shovel than we need. We should like a dozen good shovels,—give us those, and we will take care of the snow.

The boys are spoiling for a chance to do something of that kind. It is manual training of the best kind. The boys are very desirous of doing it. In fifteen minutes before school, under the direction of the sub-master, the snow can be taken care of in good shape, just as we want it.

Why should not the boys do such work now as well as in the olden time? We need the money for more necessary things. If you make up your mind to spend a hundred dollars to a district for removing snow, please give us the money, and we will use it to employ an expert writer to drill our pupils in movement so that the teachers may learn how to do it.

In the Primary-School yards, particularly, the snow-surface is desirable for play. There are but few days when the snow is wet and disagreeable. I wish we could have the bricks covered with something as good as snow all the year round.

Your committee are of the opinion that the cost for clearing the snow, in accordance with the suggestions of the principals, would amount to about \$6,000 annually, and that at least double that sum would be needed to entirely clear all of the yards.

Should the work be done by this committee the better way might be to pay the janitors, and let them attend to it, under the direction of the principals. Should this method be considered impracticable, which it may be in many cases, it would be better, perhaps, to have the work done by the city, under the direction of the Superintendent of Health, his department to receive such compensation from the School Department as might be mutually agreed upon.

Before this work could be undertaken, however, it would be necessary to obtain from the City Council an additional appropriation, as the amount now granted will not permit any new expenditure being incurred.

The Rules of the Board give to the Committee on Supplies the exclusive authority for furnishing all material used by the Board, its officers, and the public schools. All expenditures, except for salaries, come under their direction.

During the year that committee has presented to the Committee on Accounts for approval monthly requisitions accompanied by the bills properly approved, to the amount of \$146,321.82. The income received during the year on account of school expenses was very much reduced, owing to the change in the law, no books having been sold excepting to replace books belonging to the city which had been lost or injured, and amounted to but \$375.99. The net expenditure

for the year amounted to \$145,945.83, — a decrease as compared with that for the previous year of \$33,503.55.

During the past two years the net cost for supplies furnished pupils has increased on an average about \$47,000 per annum, as compared with the average yearly cost for the four years preceding. This increase was caused by the enactment of the Free Text-book Act. The question of expense seems to be the greatest objection to the new plan; but, inasmuch as the additional expense is only transferred from the parents to the tax-payers, it may not be considered a serious defect.

The workings of the Free Text-book Act appear to be giving general satisfaction. Pupils, with very few exceptions, are taking advantage of the law, and are being supplied with all text-books and materials required for school work.

The experience of the past two years indicates that the law can be complied with at an annual expense of about \$1 per pupil.

Although the law has been in operation less than two years an effort has lately been made looking to its repeal. It will take four or five years to give the present act a fair trial; and, in the meantime, it is hoped that the operations of the law throughout the Commonwealth will prove satisfactory, and that no further legislation on the subject of supplying pupils will be needed.

The number of non-resident pupils who paid tuition for the purpose of attending the Boston schools the past year was 101. Of this number 14 attended the Normal School, 31 the Latin School, 7 the Girls' Latin School, 21 the High Schools, 27 the Grammar Schools, and 1 attended an Evening Drawing School.

The amount collected from non-resident pupils was \$7,634.29, which was about the average amount received

for the past few years. Under the rules of the Board this committee has the right to abate the tuition when sufficient cause is shown. The number of pupils excused from payment during the year was 33, a large percentage of which was allowed to attend the Latin and High Schools.

Your committee believe that, while other cities and towns provide good Grammar and Primary School instruction, Boston affords superior facilities for obtaining High-School instruction. For this reason the large majority of our non-resident pupils desire to enter the High Schools, and when it is considered that the six years' course of instruction in the Latin School costs the City of Boston nearly, if not quite, \$800, this is not to be wondered at.

No pupils are permitted to attend free of tuition, unless this committee is satisfied that the reasons given are such as would entitle them to attend, under the discretionary powers conferred upon the committee by the Board.

In addition to those who pay tuition and those who are excused there are undoubtedly others who attend school who have no right to the privilege. The principals of the several schools admit the pupils, and if they permit themselves to be deceived in this matter the city must be the sufferer.

The amount received from the State of Massachusetts for the tuition of the pupils in the Horace Mann School during the year was \$7,612.71.

Chapter 41, Section 16, of the Public Statutes of Massachusetts states that, with the approval of the Board of Education, the Governor may send such deaf-mutes or deaf children as he may deem fit subjects for education, at the expense of the Commonwealth, for a term not exceeding ten years, to any school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer. The parent of the child is required to fill out an application, stating that the child is a deaf-mute, and that he is unable, in addition to his other necessary expenditures, to defray the expenses of the

child's instruction and support. During the year one of our citizens applied for permission for his son to attend the Horace Mann School, but refused to sign the blank, on the ground that he was able, but unwilling, to pay tuition for his child. He claimed that the City of Boston was obliged to educate his child, whether the State paid the tuition or not. The attention of the Governor being called to the matter he referred it to the Attorney-General, whose report, it is hoped, will lead to a change in the form of application required, and permit all deaf-mute pupils to be educated at the expense of the State, not restricting it to those whose parents are unable to pay the tuition. The additional cost to the State by striking out this "poverty clause" would be very slight.

The total expenditure for the public schools, including new school-houses, for the past year, was as follows:—

School Committee	\$1,485,237 20
City Council (ordinary)	188,435 63
City Council, new school-houses (special)	362,796 15
	<hr/>
Total gross expenditure	\$2,036,468 98

Income for the year was as follows:—

School Committee	\$31,213 34	
City Council (ordinary)	137 50	
Sale of old buildings (special)	17,296 23	
	<hr/>	48,647 07
		<hr/>
Total net expenditure	\$1,987,821 91	

During the year an act was passed by the Legislature, and approved May 27, 1885, entitled: "An Act to Amend the Charter of the City of Boston." Section 10 of said act provides that all orders, resolutions, or votes of the School Committee, which involve the expenditure of money, shall be pre-

sented to the Mayor for his approval. He may approve some of the items or sums and disapprove others; and, in case of such disapproval, the portion of the order or vote so approved shall be in force in like manner as if the items or sums disapproved had never been a part thereof; and the Mayor shall return a statement of the items or sums disapproved, with his objection in writing, to the School Committee, who shall enter such objections on their records and proceed to reconsider said order, vote, or resolution; and if, after such reconsideration, two-thirds of the School Committee, notwithstanding such objection, agree to pass the order, which must be determined by a yea and nay vote, it shall be in force. It shall also be in force in case the Mayor fails to return the vote, order, or resolution, within ten days after he had the same presented to him.

It took some little time after the amended City Charter went into effect to learn just how it affected the School Department.

In accordance with a request from the Mayor he is furnished each month with a statement of the expenditures in detail. In addition a weekly statement is sent to him, by the Committee on Supplies, of all the articles purchased, the prices paid, and the parties from whom the purchases are made. This information furnished the Mayor will make him familiar with the business of the School Department, so that, if he deems it necessary, he can suggest any improvements he thinks desirable.

The committee have added to this report the estimates for the present financial year, as prepared, approved, and presented to the City Auditor, in accordance with the rules of the Board.

The amount asked for was \$1,529,118.

The City Council deemed it advisable to reduce the esti-

mates \$45,118, granting \$1,484,000, which is a less amount than was expended last year. It is difficult to see wherein this reduction can be made, under existing circumstances.

With a large increase in pupils each year, requiring additional teachers, more supplies, and additional school buildings to be cared for, it is impossible to carry on the schools as they exist at present, for any great length of time, without an increase in expenses.

Though the committee deprecate the action of the City Council in reducing the estimates as presented, they recognize the necessities of the times, and urge upon the attention of the School Board the fact that the appropriation granted the School Committee will not permit of any new expenditures; but, on the contrary, it may be necessary to devise some way by which reductions can be made if the expenses are to be kept within the limit allowed.

Respectfully submitted,

WILLIAM C. WILLIAMSON,

Chairman,

JOHN W. PORTER,

EDWIN H. DARLING,

HENRY CANNING,

GERALD GRIFFIN,

Committee on Accounts.

SCHOOL EXPENSES.

ANNUAL EXPENDITURES for the Public Schools of Boston for the last thirty financial years, ending 30th April in each year; also the average number of scholars. Annexations occurred as follows: Roxbury, Jan. 6, 1866; Dorchester, Jan. 3, 1870; Charlestown, Brighton, and West Roxbury, Jan. 5, 1874.

FINANCIAL YEAR.	No. of Day Scholars.	No. of Evening Scholars.	Total No. of Scholars.	Salaries of Teachers and Officers, School Committee.	Incidental Expenses.	Total for Running Expenses.	Ordinary Revenue.	Net Running Expenses.	Net Rate per Scholar.	Cost of new School-houses.	Total Expenditures.
1856-57 . . .	24,231	..	24,231	\$232,394 77	\$71,099 62	\$303,494 39	\$7,001 46	\$296,492 93	\$12 24	\$47,459 03	\$350,953 42
1857-58 . . .	24,732	..	24,732	285,596 79	80,871 20	366,397 99	7,210 17	359,157 82	13 71	225 00	366,622 90
1858-59 . . .	25,433	..	25,433	275,784 03	79,823 73	355,607 76	7,027 04	348,580 72	13 70	105,188 42	460,794 18
1859-60 . . .	25,338	..	25,338	264,990 46	80,548 60	345,539 06	6,906 35	338,632 71	14 51	144,562 87	519,031 73
1860-61 . . .	25,468	..	25,468	298,305 39	114,136 34	408,431 73	6,444 83	402,086 90	15 18	223,853 28	632,385 01
1861-62 . . .	27,081	..	27,081	308,348 28	119,297 06	418,775 34	6,805 06	411,970 28	15 21	155,992 40	574,187 74
1862-63 . . .	27,061	..	27,061	319,166 22	113,847 17	432,913 39	6,885 56	426,027 89	15 75	101,653 82	534,997 01
1863-64 . . .	26,961	..	26,961	332,110 66	129,761 75	461,872 41	7,185 78	454,686 63	17 00	95,570 87	571,343 98
1864-65 . . .	27,065	..	27,065	349,853 06	172,331 78	522,184 84	8,127 56	514,057 28	20 12	90,609 84	613,774 88
1865-66 . . .	27,204	..	27,204	412,560 82	168,279 76	580,840 58	8,374 22	572,466 36	20 86	206,553 64	779,019 22
1866-67 . . .	28,062	..	28,062	505,986 66	170,108 85	676,095 51	5,864 93	670,230 58	24 06	101,573 69	781,280 60
1867-68 . . .	27,962	..	27,962	661,169 98	211,533 43	872,703 41	10,467 05	862,236 36	30 64	346,610 78	1,208,846 46
1868-69 . . .	33,994	..	33,994	738,198 37	244,478 63	982,677 00	14,661 16	968,015 84	27 45	612,337 86	1,580,353 60
1869-70 . . .	35,442	..	35,442	739,345 65	248,066 95	987,412 60	13,867 35	973,545 25	27 46	443,619 71	1,417,064 96
1870-71 . . .	36,758	..	36,758	838,366 77	256,232 59	1,094,600 36	23,866 35	1,070,733 01	28 74	97,800 68	1,168,533 69
1871-72 . . .	36,660	5,128	41,788	886,940 47	329,639 18	1,216,579 65	26,899 46	1,189,679 67	28 47	1,806,619 33	3,016,198 98
1872-73 . . .	35,824	2,121	37,945	953,502 06	358,970 85	1,312,472 91	23,113 93	1,289,358 98	33 50	444,330 34	1,733,689 32
1873-74 . . .	41,544	1,714	43,258	1,041,375 52	377,681 52	1,419,057 04	24,848 73	1,394,208 31	32 14	446,063 25	1,840,271 56
1874-75 . . .	44,942	1,522	46,464	1,249,498 93	474,874 68	1,724,373 61	26,220 82	1,698,152 79	36 54	356,669 74	2,054,842 35
1875-76 . . .	45,924	3,393	49,317	1,266,803 69	470,830 66	1,737,634 35	20,683 72	1,716,950 63	34 82	277,746 57	2,015,380 84
1876-77 . . .	46,181	3,727	50,308	1,268,604 23	422,472 22	1,691,076 45	21,099 03	1,669,977 42	33 18	125,539 04	1,795,516 49
1877-78 . . .	47,675	4,084	51,759	1,215,782 03	366,354 06	1,582,136 09	30,169 31	1,551,966 78	29 99	174,324 75	1,726,291 54
1878-79 . . .	49,700	3,562	53,262	1,172,489 69	347,173 23	1,519,662 92	32,445 54	1,487,217 38	27 93	240,222 98	1,727,440 36
1879-80 . . .	50,851	3,130	53,981	1,162,258 61	353,108 23	1,515,366 84	49,090 28	1,466,276 56	27 16	136,878 45	1,603,155 01
1880-81 . . .	54,712	3,170	57,882	1,165,402 69	394,274 82	1,559,677 51	74,076 08	1,485,601 43	27 15	215,359 64	1,701,061 15
1881-82 . . .	52,611	3,027	55,638	1,165,629 71	406,349 86	1,572,979 57	69,591 58	1,503,387 99	26 98	139,126 88	1,642,514 87
1882-83 . . .	57,554	2,904	60,458	1,180,193 73	422,968 33	1,603,162 49	73,509 56	1,529,652 93	26 54	268,879 72	1,898,532 21
1883-84 . . .	55,640	3,148	58,788	1,206,083 23	433,023 76	1,639,106 99	79,304 66	1,559,802 33	26 54	278,114 05	1,937,916 38
1884-85 . . .	59,706	3,818	63,524	1,230,771	474,681 43	1,705,452 14	38,574 76	1,666,877 38	27 90	362,796 15	2,069,673 53
1885-86 . . .	57,180	4,079	61,259	1,251,403 29	422,269 54	1,673,672 83	31,350 84	1,642,321 99	26 81	362,796 15	2,036,468 14

(From report of James H. Dodge, Esq., City Auditor.)

SEMI-ANNUAL STATISTICS
OF THE
PUBLIC SCHOOLS.

JUNE, 1886.

SCHOOL CENSUS. — May, 1886.

Number of children in Boston between the ages of 5 and 15.....	70,090
Number attending public schools.....	54,426
“ “ private schools.....	7,912

Whole number of different pupils registered in the public schools during the year 1884-85: — Boys, 33,313; Girls, 30,219. Total, 63,532.

EXPENDITURES. — 1885-86.

Salaries of officers.....	\$58,910 00
“ “ teachers	1,192,493 29

Incidental Expenses.

By School Committee	\$232,923 20
From Income Gibson Fund	910 71
By Committee on Public Buildings.....	217,676 26
School-houses and lots.....	333,555 52
Total expenditures	\$2,036,468 98

INCOME.

School Committee	\$31,218 84
City Council	17,483 73
Total income	\$48,647 07
Net expenditures for public schools.....	\$1,987,821 91

STATISTICS.

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SUMMARY.

June, 1886.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal	1	5	97	94	3	97.0	88
Latin and High	10	100	2,464	2,313	151	93.9	2,352
Grammar	51	668	29,539	26,743	2,796	90.5	27,984
Primary	463	463	24,699	21,422	3,277	87.5	24,685
Totals	525	1,236	56,799	50,572	6,227	89.	55,109

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Horace Mann	1	10	77	66	11	85.	77
Evening High	1	24	1,246	940	.....	.....	.....
Evening	13	92	1,532	1,144	.....	.....	.....
Evening Drawing	5	21	548	467	.....	.....	.....
Spectacle Island	1	1	17	15	.....	.....	.....
Totals	21	148	3,720	2,632	.....	.....	.....

SCHOOLS AND TEACHERS.

	SCHOOLS.			TEACHERS.		
	Houses.	Rooms.	Seats.	Males.	Females.	Total.
Normal School . . . . .	.....	3	100	1	3	4
Latin School	1	78	1,645	12	.....	12
English High School . . . . .	.....	.....	.....	18	.....	18
Girls' High School	1	66	852	1	19	20
Girls' Latin School . . . . .	.....	.....	.....	1	5	6
Roxbury High School	1	8	212	2	5	7
Dorchester High School	1	6	205	1	4	5
Charlestown High School	1	10	300	1	6	7
West Roxbury High School	1	5	100	1	3	4
Brighton High School	1	5	88	1	2	3
East Boston High School	1	2	82	1	4	5
Grammar Schools	51	620	31,846	95	541	636
Primary Schools	100	494	25,128	.....	463	463
Totals	159	1,247	59,558	135	1,055	1,190

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School . . . . .	.....	9	9
Evening Schools	62	54	116
Evening Drawing Schools	15	6	21
French: High Schools	3	1	4
German: High Schools	1	.....	1
Music: High, Grammar, and Primary Schools	5	.....	5
Illustrative Drawing, Normal School . . . . .	.....	1	1
Drawing: High and Grammar Schools	1	.....	1
Instructor in Hygiene	1	.....	1
Sewing . . . . .	.....	28	28
Chemistry: Girls' High School . . . . .	.....	1	1
Laboratory Assistant: Girls' High School . . . . .	.....	1	1
Vocal and Physical Culture: Girls' High School . . . . .	.....	1	1
Vocal and Physical Culture: Girls' Latin School . . . . .	.....	1	1
Military Drill: High Schools	1	.....	1
Instructor in Manual Training School	1	.....	1
Spectacle Island . . . . .	.....	1	1
Totals	90	104	194

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to June 30, 1886.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Junior Masters.	Asst. Principals.	First Assistants.	Second Assts.	Assistant.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal . . . . .	...	97	97	...	94	94	3	97.	1	...	...	1	2	...	...
Latin	355	...	355	340	...	340	15	96.	1	7	4	...	...	...	...
Girls' Latin . . . . .	...	130	130	...	119	119	11	91.	1	...	...	...	...	5	...
English High	596	...	596	564	...	564	32	95.	1	9	8	...	...	...	...
Girls' High . . . . .	...	614	614	...	574	574	40	93.	1	...	1	1	...	17	...
Roxbury High	61	129	190	58	120	178	12	93.	1	...	...	1	...	5	...
Dorchester High	37	98	130	36	82	118	12	91.	1	...	...	1	...	3	...
Charlestown High	58	132	190	55	121	176	14	93.	1	...	...	...	...	6	...
West Roxbury High	20	64	84	19	60	79	5	94.	1	...	...	...	...	3	...
Brighton High	15	40	55	14	37	51	4	93.	1	...	...	...	...	2	...
East Boston High	60	60	120	59	55	114	6	95.	1	...	...	...	...	4	...
Totals	1,202	1,359	2,561	1,145	1,262	2,407	154	94.	6	21	12	1	4	...	46

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JUNE 30, 1886.

	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years and over.
Normal	83	5	5	5	5	5	88	...	...	...	...	...	...	1	12	28	25	22
Latin	86	57	66	50	48	27	1370	8	10	39	76	59	72	55	33	19	8	1
Girls' Latin	29	31	24	19	11	7	121	1	6	12	12	26	30	14	8	7	4	1
English High	252	180	136	6	...	...	574	...	...	6	49	127	164	137	66	22	3	...
Girls' High	218	139	118	80	...	...	565	...	...	2	19	81	123	128	114	63	20	5
Roxbury High	94	55	28	...	...	...	177	...	...	2	11	41	50	47	13	8	4	1
Dorchester High	63	34	28	...	...	...	125	...	...	1	12	31	35	20	21	4	1	...
Charlestown High	76	52	50	...	...	...	178	...	...	...	6	34	49	48	34	6	1	...
West Roxbury High	41	22	19	...	...	...	82	...	...	1	7	13	28	29	12	1	...	...
Brighton High	23	15	15	...	...	...	53	...	...	...	2	5	11	21	10	4	...	...
East Boston High	59	36	22	...	...	...	117	...	...	...	4	13	38	32	19	10	1	...
Totals	1,024	626	506	155	59	24	2,440	4	16	63	198	430	600	623	342	172	62	30
Percentages	42.	25.7	20.7	6.3	2.4	1.4	100	.2	.7	2.6	8.1	17.6	24.6	21.4	14.	7.1	2.5	1.2

† Including 36 pupils in out-of-course class.

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Avg'e No. of Pupils to a Regular Teacher.
Normal	8	97	32.3
Latin	11	353	32.3
Girls' Latin	5	130	26.0
English High	17	596	35.0
Girls' High	19	614	32.3
Roxbury High	6	190	31.7
Dorchester High	4	130	32.5
Charlestown High	6	190	31.7
West Roxbury High	3	84	28.0
Brighton High	2	55	27.5
East Boston High	4	120	30.0
Totals	80	2,561	32.0

Graduates, June, 1886.

SCHOOLS.	Regular Course.	Four years' Course.	Total.
Normal	83	.....	83
Latin	30	.....	30
Girls' Latin	7	.....	7
English High	125	.....	125
Girls' High	111	69	180
Roxbury High	27	.....	27
Dorchester High	28	.....	28
Charlestown High	45	.....	45
West Roxbury High	19	.....	19
Brighton High	14	.....	14
East Boston High	22	.....	22
Totals	511	69	580

EVENING SCHOOLS.

October, 1885. — March, 1886.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. Principal.
				Males.	Females.	Total.		
High	79	2,402	1,246	536	404	940	24	24
Allston School, Allston,	61	131	103	27	10	37	3	20
Anderson Street . . .	94	156	81	29	14	43	4	15
Bigelow School, S.B. .	105	317	137	63	44	107	9	14
Comins School, Rox. .	105	242	140	72	33	105	9	13
Dearborn School, Rox.	108	256	118	60	33	93	8	14
Elliot School	108	348	208	74	42	116	10	13
Franklin School . . .	108	550	278	75	74	149	10	17
Lincoln School, S.B. .	106	185	95	32	15	47	5	13
Lyman School, E.B. .	104	300	110	72	25	97	7	16
Quincy School	107	161	117	62	29	91	7	15
Warren School, Ch'n .	106	383	136	69	30	99	8	14
Warrenton Street . . .	64	147	142	28	25	53	4	18
Wells School	104	452	167	65	42	107	8	15
Totals	1,359	6,030	3,078	1,264	820	2,084	116	20

EVENING DRAWING SCHOOLS.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. Principal.
				Males.	Females.	Total.		
Charlestown	61	158	103	76	10	86	4	28
East Boston	61	191	93	67	15	82	4	27
Roxbury	61	141	101	72	8	80	3	40
Tennyson Street . . .	61	240	130	118	0	118	5	28
Warren Avenue . . .	61	199	121	63	38	101	5	27
Totals	305	929	548	396	71	467	21	30

GRAMMAR SCHOOLS.

Semi-Annual Returns to June 30, 1886.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Adams	345	142	487	314	130	444	43	90.	1	1	1	1	7
Agassiz	338	. . .	338	307	. . .	307	31	91.	1	. .	1	1	4
Allston	257	256	513	234	221	455	58	89.	1	. .	1	2	8
Andrew	385	304	689	358	275	633	56	92.	1	1	2	2	8
Bennett	223	238	461	202	212	414	47	90.	1	. .	1	2	6
Bigelow	812	. . .	812	765	. . .	765	47	94.	1	2	1	1	11
Bowdoin . . . . .	. . .	367	367	. . .	325	325	42	88.	1	. .	2	1	6
Brimmer	680	. . .	680	617	. . .	617	63	91.	1	2	1	1	10
Bunker Hill	302	352	654	284	322	606	48	93.	1	1	2	2	8
Chapman	297	307	604	275	280	555	49	92.	1	1	2	2	7
Charles Sumner	177	161	338	158	143	301	37	89.	1	. .	1	1	4
Comins	484	608	1,092	448	546	994	98	91.	1	1	3	3	13
Dearborn	468	478	946	429	433	862	84	91.	1	1	2	3	13
Dillaway . . . . .	. . .	604	604	. . .	535	535	69	89.	1	. .	2	3	7
Dorchester-Everett	303	300	603	280	272	552	51	92.	1	1	1	1	8
Dudley	697	. . .	697	647	. . .	647	50	93.	1	2	1	1	10
Dwight	663	. . .	663	611	. . .	611	52	92.	1	2	1	1	9
Elliot	975	. . .	975	861	. . .	861	114	88.	1	3	1	1	15
Emerson	372	269	641	341	241	582	59	91.	1	1	2	2	8
Everett . . . . .	. . .	707	707	. . .	653	653	54	93.	1	. .	2	3	9
Franklin . . . . .	. . .	712	712	. . .	630	630	82	87.	1	. .	2	3	10
Frothingham	296	309	605	267	264	531	74	88.	1	1	2	2	7
Gaston . . . . .	. . .	501	501	. . .	451	451	50	90.	1	. .	2	1	8
George Putnam	145	156	301	136	142	278	23	91.	1	. .	1	1	4
Gibson	213	216	429	197	191	388	41	91.	1	1	1	1	6
Hancock . . . . .	. . .	545	545	. . .	480	480	65	88.	1	. .	2	2	7
Harris	138	138	276	129	125	254	22	92.	. .	1	. .	2	3
Harvard	290	324	614	270	291	561	53	92.	1	1	2	2	7

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Hillside . . . . .	...	345	345	...	303	303	42	88.	1	1	1	1	4
Hyde . . . . .	...	602	602	...	539	539	63	90.	1	2	2	7	
Lawrence	960	...	960	897	...	897	63	94.	1	3	1	1	13
Lewis	329	329	658	305	305	610	48	94.	1	1	2	2	8
Lincoln	819	...	819	761	...	761	58	93.	1	2	1	1	11
Lowell	327	301	628	292	267	559	69	89.	1	1	1	1	9
Lyman	433	158	591	381	140	521	70	89.	1	1	2	2	7
Mather	219	208	427	196	179	375	52	88.	1	1	1	1	6
Minot	137	130	267	124	118	242	25	91.	1	1	2	4	
Mt. Vernon	82	84	166	75	76	151	15	91.	1	1	1	1	3
Norcross . . . . .	...	661	661	...	592	592	69	90.	1	2	3	9	
Phillips	733	...	733	676	...	676	57	92.	1	2	1	1	10
Prescott	221	243	464	203	216	419	45	90.	1	1	1	1	6
Prince	258	234	492	230	196	426	66	87.	1	1	1	1	6
Quincy	592	...	592	526	...	526	66	89.	1	2	1	1	8
Rice	587	...	587	531	...	531	56	90.	1	2	1	1	8
Sherwin	546	...	546	503	...	503	43	92.	1	1	1	1	7
Shurtleff . . . . .	...	671	671	...	602	602	69	89.	1	2	3	8	
Stoughton	148	158	306	132	139	271	35	89.	1	1	1	4	
Tileston	43	26	69	39	23	62	7	90.	1	1	1		
Warren	313	338	651	299	316	615	36	95.	1	1	2	2	8
Wells . . . . .	...	484	484	...	422	422	62	87.	1	2	1	8	
Winthrop . . . . .	...	966	966	...	848	848	118	88.	1	2	5	12	
Totals	15,607	13,932	29,539	14,300	12,443	26,743	2,796	90.5	47	44	72	83	390

GRAMMAR SCHOOLS.
Number of Pupils in each Class, Whole Number, and Ages, June 30, 1886.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Ungraded Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	Eighteen years and over.
Adams	34	40	81	105	105	113	..	478	..	3	30	67	91	98	77	67	27	15	2	1
Agassiz	31	33	48	63	91	60	..	326	..	7	15	52	51	52	59	56	27	5	1	1
Allston	33	46	47	89	98	164	..	477	1	15	55	68	88	100	53	51	31	12	2	1
Andrew	35	50	90	88	219	171	..	653	1	7	54	100	107	129	109	76	43	19	7	1
Bennett	33	40	50	105	110	110	..	448	..	3	35	51	86	84	75	50	41	18	4	1
Bigelow	52	51	99	189	203	153	..	747	..	6	59	132	136	142	116	92	45	17	1	1
Rowdoin	27	26	73	37	78	93	..	334	..	4	13	32	61	60	55	38	42	13	13	3
Brimmer	32	46	104	93	153	184	35	647	..	13	52	93	127	128	92	67	50	20	4	1
Bunker Hill	49	51	79	103	137	168	31	618	..	4	28	93	112	126	104	77	52	20	2	..
Chapman	45	54	93	94	142	140	..	568	..	4	39	85	85	93	74	83	51	38	12	4
Charles Sumner	20	32	28	73	51	120	..	324	..	4	20	45	66	57	66	32	23	8	3	..
Comins	50	111	181	207	203	303	..	1,055	..	14	78	160	217	188	153	131	91	83	1	1
Dearborn	41	84	139	192	211	218	27	912	1	11	56	119	179	178	170	108	66	20	3	1
Dillaway	35	60	111	94	157	116	..	573	..	14	42	73	111	106	107	69	43	14	3	1
Dorchester-Everett	43	55	97	120	130	127	..	572	..	4	38	75	101	103	96	84	37	26	5	3
Dudley	46	85	83	110	140	169	31	664	..	6	44	101	128	134	103	84	39	19	5	1
Dwight	36	81	89	147	119	117	38	627	..	16	41	71	117	135	104	73	41	18	10	1
Ellot	36	47	141	154	196	247	121	942	..	16	76	134	166	194	161	146	37	9	8	..
Emerson	38	59	89	96	126	156	36	600	1	6	24	80	119	128	93	65	51	26	6	1
Everett	70	100	103	152	104	107	25	661	..	10	37	63	99	132	120	88	68	34	8	2
Franklin	53	91	76	128	132	132	..	612	..	6	44	91	97	105	94	83	58	24	7	3
Frothingham	39	47	99	96	104	163	35	573	..	3	29	79	123	114	110	68	33	14	..	..
Gaston	28	42	83	89	92	135	..	469	..	5	34	56	83	91	74	65	34	18	10	..

George Putnam	30	49	53	52	56	289	10	24	47	50	44	51	23	23	13	5	...
Gibson	34	53	59	75	89	113	3	41	57	69	69	60	62	39	20	2	1
Hancock	33	41	44	88	87	147	2	52	92	85	97	74	45	31	16	4	1
Harris	23	26	47	58	59	46	...	4	28	49	53	44	24	24	12	3	...
Harvard	44	47	99	145	101	85	5	30	75	105	103	105	73	42	19	3	...
Hillside	27	69	53	62	59	59	2	15	40	63	64	73	40	15	12	2	3
Hyde	29	56	97	107	96	133	1	45	87	98	82	105	59	37	16	5	2
Lawrence	46	83	130	179	196	215	33	96	152	180	187	151	75	23	2	...	...
Lewis	83	95	103	102	127	135	...	6	33	101	109	116	85	57	15	3	1
Lincoln	44	87	52	157	159	224	36	5	49	109	153	151	135	104	58	23	2
Lowell	40	97	92	114	114	166	...	5	41	111	124	140	86	77	27	8	1
Lyman	23	49	67	151	159	47	563	8	45	90	106	108	85	66	35	12	7
Mather	36	38	71	70	107	94	...	4	55	66	82	76	58	34	10	5	...
Minot	22	41	38	55	52	51	...	4	26	48	39	43	37	42	11	13	1
Mc. Vernon	15	26	24	21	28	43	...	10	17	19	32	22	23	20	11	3	...
Norcross	32	47	86	117	150	133	32	65	95	111	108	93	67	28	15	2	...
Phillips	42	49	101	150	154	29	675	5	42	98	137	138	108	89	34	20	3
Prescott	41	39	54	89	120	122	...	2	26	66	88	89	81	58	42	23	...
Prince	50	60	93	87	101	86	...	3	22	64	78	74	86	72	49	23	6
Quincy	39	44	101	98	102	160	23	567	...	92	110	114	96	58	21	5	...
Rice	26	49	95	147	109	110	30	566	...	45	95	91	85	69	33	9	2
Sherwin	26	47	82	97	103	98	51	504	1	9	42	95	55	52	41	13	5
Shurtleff	45	50	95	93	195	160	...	18	55	120	99	121	92	70	36	20	5
Stoughton	21	36	51	55	67	65	...	8	32	41	42	51	48	35	25	9	3
Tilston	10	7	11	15	12	12	...	...	12	9	6	13	8	7	3	...	1
Warren	44	52	111	108	148	137	42	642	...	84	94	120	115	85	63	28	8
Wells	38	40	45	87	100	104	35	449	...	60	75	67	92	46	44	24	2
Winthrop	59	90	93	221	212	195	33	993	2	143	150	147	100	64	33	5	1
Totals	1,908	2,796	4,146	5,341	6,147	6,728	918	27,984	10	4,067	5,060	4,592	8,422	1,980	859	198	53
Percentages	6.8	10.	14.8	19.1	22.	24.	3.3	100	.03	14.55	18.08	16.41	12.23	7.11	3.07	.71	.19

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1886.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	10	487	48.7	Harris	5	276	55.2
Agassiz.....	6	338	56.3	Harvard ...	12	614	51.2
Allston	11	513	46.6	Hillside	6	345	57.5
Andrew.....	13	689	53.0	Hyde	11	602	54.7
Bennett	9	461	51.2	Lawrence ..	18	960	53.3
Bigelow	15	812	54.1	Lewis.....	13	658	50.6
Bowdoin....	9	367	40.8	Lincoln	15	819	54.6
Brimmer....	14	680	48.6	Lowell.....	12	628	52.3
Bunker Hill.	13	654	50.3	Lyman	12	591	49.3
Chapman ...	12	604	50.3	Mather	9	427	47.4
Chas. Sumner	6	338	56.3	Minot	6	267	44.5
Comins	20	1,092	54.6	Mt. Vernon.	5	166	33.2
Dearborn ...	19	946	49.8	Norcross ...	14	661	47.2
Dillaway ...	12	604	50.4	Phillips	14	733	52.3
Dor.-Everett	11	603	54.8	Prescott....	9	464	51.7
Dudley	14	697	49.1	Prince	9	492	54.7
Dwight	13	663	51.0	Quincy.....	12	592	49.4
Eliot	20	975	48.7	Rice	12	587	48.9
Emerson.....	13	641	49.3	Sherwin....	10	546	54.6
Everett	14	707	50.5	Shurtleff..	13	671	51.6
Franklin....	15	712	47.5	Stoughton..	6	306	51.0
Frothingham	12	605	50.4	Tileston....	2	69	34.5
Gaston	11	501	45.5	Warren	13	651	50.1
Geo. Putnam	6	301	50.2	Wells	11	484	44.0
Gibson	9	429	47.7	Winthrop ..	19	936	50.8
Hancock ...	11	545	49.5	Totals ...	586	29,539	50.4

GRAMMAR SCHOOLS.

Graduates, June, 1886.

SCHOOLS.	DIPLOMAS.			SCHOOLS.	DIPLOMAS.		
	Boys.	Girls.	Total.		Boys.	Girls.	Total.
Adams	19	15	34	Harris	9	14	23
Agassiz	29	..	29	Harvard	19	25	44
Allston	18	15	33	Hillside.....	..	26	26
Andrew.....	17	18	35	Hyde.....	..	27	27
Bennett	18	15	33	Lawrence	44	..	44
Bigelow	51	..	51	Lewis	17	27	44
Bowdoin.....	..	27	27	Lincoln	44	..	44
Brimmer.....	29	..	29	Lowell	19	18	37
Bunker Hill.....	23	26	49	Lyman	17	6	23
Chapman	19	26	45	Mather	17	16	33
Chas. Sumner.....	9	11	20	Minot	6	14	20
Comins	22	28	50	Mt. Vernon	6	9	15
Dearborn	15	23	38	Norcross.....	..	32	32
Dillaway .....	..	30	30	Phillips	86	..	86
Dor.-Everett	18	23	41	Prescott	20	18	38
Dudley	44	..	44	Prince.....	23	27	50
Dwight	36	..	36	Quincy	35	..	35
Eliot	36	..	36	Rice.....	25	..	25
Emerson.....	21	17	38	Sherwin	26	..	26
Everett .....	..	70	70	Shurtleff .....	..	44	44
Franklin .....	..	53	53	Stoughton	9	12	21
Frothingham	15	24	39	Tileston	5	3	8
Gaston .....	..	28	28	Warren.....	14	30	44
George Putnam....	10	20	30	Wells .....	..	32	32
Gibson	13	18	31	Winthrop .....	..	53	53
Hancock .....	..	27	27	Totals	853	947	1,800

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1886 BELONGED TO A GRAMMAR SCHOOL IN THIS CITY.

SCHOOLS.	2 years or less.	3 years.	4 years.	4½ years.	5 years.	5½ years.	6 years.	6½ years.	7 years.	7½ years.	8 years.	8½ years.	9 years and over.	Not given.
Adams	1	...	...	...	...	1	4	10	12	1	3	1	1	...
Agassiz .....	...	...	1	...	13	8	8	...	2	...	...	...	...	2
Allston .....	...	...	...	...	...	...	13	...	10	...	1	...	...	9
Andrew .....	...	...	2	...	2	...	11	1	17	...	2	...	...	...
Bennett .....	...	...	...	...	...	...	11	7	10	1	3	1	...	...
Bigelow .....	...	...	...	...	6	...	18	6	12	1	8	...	...	...
Bowdoin .....	...	...	...	...	3	5	9	1	...	...	1	...	...	8
Brimmer .....	...	...	...	...	2	5	7	3	6	1	3	...	...	2
Bunker Hill .....	...	...	...	...	...	...	26	...	11	...	1	...	...	11
Chapman	2	1	...	...	2	...	1	6	4	7	9	6	7	...
Charles Sumner .....	...	...	1	...	3	1	10	...	3	...	1	...	...	1
Comins .....	...	...	...	...	4	4	22	2	11	...	4	...	...	3
Dearborn .....	...	...	...	...	3	...	10	...	15	...	6	...	...	4
Dillaway	1	...	...	...	5	...	7	4	13	...	...	...	...	...
Dor.-Everett .....	...	...	...	...	7	2	8	2	11	1	...	...	...	10
Dudley	1	2	3	...	10	1	10	2	7	2	5	...	1	...
Dwight .....	...	...	...	1	3	...	6	4	10	1	3	...	1	7
Eliot .....	...	...	1	...	...	1	9	6	12	...	4	...	1	2
Emerson .....	...	...	...	...	2	...	6	3	7	5	7	1	2	5
Everett .....	...	...	...	...	...	3	21	15	8	5	2	...	...	16
Franklin	3	4	1	...	4	...	9	13	6	4	5	3	1	...
Frothingham .....	...	...	...	...	1	...	14	5	11	3	5	...	...	...
Gaston	4	5	1	2	2	1	...	...	1	1	...	1	10	...
George Putnam .....	...	...	1	...	8	...	20	...	1	...	...	...	...	...
Gibson	1	...	1	...	1	...	13	4	6	4	...	1	...	...
Hancock	2	...	1	...	...	...	3	4	15	1	1	...	...	...

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1886 BELONGED TO A GRAMMAR SCHOOL IN THIS CITY. — *Concluded.*

SCHOOLS.	2 years or less.	3 years.	4 years.	4½ years.	5 years.	5½ years.	6 years.	6½ years.	7 years.	7½ years.	8 years.	8½ years.	9 years and over.	Not given.
Harris	1	6	5	1	8	1	1	...	...	...
Harvard	7	1	20	4	6	...	3	1	...	2
Hillside	1	1	...	4	...	5	2	6	2	3	...	1	1
Hyde	2	...	14	1	10	...	...	...	...	...
Lawrence	18	1	13	7	4	1	...	...	...	...
Lewis	1	3	1	7	...	11	2	9	...	3	...	...	7
Lincoln	1	4	12	2	23	1	...	...	1	...	...	...
Lowell	10	...	18	...	9	...	...	...	...	...
Lyman	1	...	4	2	9	2	1	1	1	2
Mather	2	...	11	...	9	6	2	1	...	...	2	...
Minot	1	12	...	3	...	4	...	...	...
Mt. Vernon	1	...	8	...	3	...	...	...	...	2
Norcross	1	...	1	2	5	7	11	2	3	...	...	...
Phillips	3	...	5	3	15	3	6	...	1	...	...	...
Prescott	7	2	7	7	4	2	2	2	...	5
Prince	1	1	9	3	16	...	13	...	...	...	...	7
Quincy	1	...	12	...	10	4	7	...	...	...	...	1
Rice	1	1	6	...	13	2	1	1	...	...	...	...	...	...
Sherwin	1	...	6	...	11	1	5	1	...	...	...	1
Shurtleff	2	...	29	...	...	...	2	...	1	10
Stoughton	4	...	6	...	4	...	2	5
Tileston	1	...	...	...	2	...	...	1	4	...	...	...	...	...
Warren	1	2	5	1	1	...	20	2	10	...	2	...	...	...
Wells	3	1	1	...	...	...	9	1	10	1	5	1	...	...
Winthrop	2	5	7	3	12	7	6	1	...	10
Totals	21	18	39	10	215	55	552	154	378	58	115	20	31	134

PRIMARY SCHOOLS.

Semi-Annual Returns, to June 30, 1886.

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	9	318	118	436	279	98	377	59	83.	299	227	496
Agassiz	8	106	79	185	93	66	159	26	86.	79	105	184
Allston	8	250	242	492	219	201	420	72	86.	256	226	482
Andrew	11	304	325	629	267	272	539	90	86.	310	334	644
Bennett	7	185	165	350	159	137	296	54	85.	187	188	375
Bigelow	13	387	307	694	351	268	619	75	89.	344	346	690
Bowdoin	8	203	200	403	183	168	351	52	87.	176	215	391
Brimmer	9	235	212	447	207	184	391	56	87.	234	211	445
Bunker Hill	12	332	300	632	294	261	555	77	88.	286	361	647
Chapman	6	207	178	385	169	139	308	77	80.	216	179	395
Charles Sumner . .	7	170	154	324	145	130	275	49	85.	165	165	330
Comins	13	378	378	756	335	329	664	92	88.	368	360	748
Dearborn	19	550	515	1,065	489	442	931	134	88.	448	604	1,052
Dillaway	7	203	185	388	174	154	328	60	84.	210	188	398
Dor.-Everett . . .	11	325	297	622	282	249	531	91	85.	289	319	608
Dudley	13	319	345	664	280	297	577	87	86.	314	348	662
Dwight	6	160	178	338	133	144	277	61	82.	158	180	338
Elliot	10	369	121	490	335	107	442	48	90.	265	239	504
Emerson	10	326	195	521	295	175	470	51	90.	218	323	541
Everett	12	322	308	630	280	263	543	87	86.	254	356	610
Franklin	13	339	337	676	298	288	586	90	86.	319	336	655
Frothingham . . .	9	236	251	487	208	209	417	70	86.	213	277	490
Gaston	15	436	344	780	378	293	671	109	85.	348	425	773
George Putnam . .	4	105	105	210	89	87	176	34	84.	119	102	221
Gibson	6	151	152	303	135	124	259	44	85.	186	156	342
Hancock	15	461	357	818	401	308	709	109	87.	403	330	733
Harris	5	118	145	263	105	119	224	39	86.	115	160	275
Harvard	12	324	298	622	286	258	544	78	88.	321	289	610

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside . . .	5	158	127	285	134	103	237	48	83.	134	131	265
Hyde	6	172	148	320	156	131	287	33	90.	154	160	314
Lawrence . .	19	742	216	958	668	190	858	100	90.	526	450	976
Lewis	11	310	316	626	274	276	550	76	88.	275	321	596
Lincoln . . .	6	225	99	324	204	87	291	33	90.	151	170	321
Lowell	11	310	340	650	273	299	572	78	89.	371	299	670
Lyman	12	407	166	573	352	143	495	78	86.	281	305	586
Mather	8	206	220	426	168	175	343	83	81.	189	236	425
Minot	5	102	115	217	87	92	179	38	82.	137	88	225
Mount Vernon	3	58	80	138	50	68	118	20	86.	77	68	145
Norcross . . .	13	230	461	691	215	418	633	58	92.	340	351	691
Phillips . . .	6	211	149	360	187	130	317	43	88.	123	232	355
Prescott . . .	9	286	245	531	261	216	477	54	90.	260	267	527
Prince	3	91	86	177	77	70	147	30	83.	72	97	169
Quincy	14	417	291	708	369	249	618	90	87.	349	357	706
Rice	8	237	204	441	189	163	352	89	80.	210	228	438
Sherwin	9	215	223	438	196	198	394	44	90.	232	205	437
Shurtleff . . .	7	172	213	385	162	187	339	46	88.	211	177	388
Stoughton . .	4	84	100	184	73	82	155	29	84.	124	62	186
Tileston . . .	2	40	43	83	31	32	63	20	76.	52	32	84
Warren	7	183	190	373	163	161	324	49	88.	182	184	366
Wells	16	462	431	893	405	360	765	128	85.	469	394	863
Winthrop . . .	6	135	173	308	120	149	269	39	87.	198	115	313
Totals	463	13,272	11,427	24,699	11,673	9,749	21,422	3,277	87.5	12,207	12,478	24,685

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June 30, 1886.

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Adams	104	196	196	496	51	92	126	94	60	33	21	16	3
Agassiz . . .	55	54	75	184	10	27	42	45	40	11	6	1	2
Allston . . .	122	197	163	482	44	96	116	99	64	31	19	8	5
Andrew . . .	160	234	250	644	49	130	131	143	103	53	24	8	3
Bennett . . .	68	145	162	375	41	70	76	83	57	28	10	8	2
Bigelow . . .	210	208	272	690	50	146	148	158	96	44	32	12	4
Bowdoin . . .	81	143	167	391	39	60	77	87	69	43	9	6	1
Brimmer . . .	96	139	210	445	48	90	96	95	70	37	9	..	..
Bunker Hill .	156	251	240	647	45	107	134	145	119	64	26	6	1
Chapman . .	101	110	184	395	39	85	92	89	54	28	7	1	..
Chas. Sumner	101	95	134	330	49	56	60	79	45	22	14	6	..
Comins . . .	210	220	318	748	68	135	135	162	103	58	30	7	..
Dearborn . .	282	349	421	1,052	82	148	218	225	203	97	48	21	10
Dillaway . . .	101	129	168	398	23	81	106	91	62	24	9	2	..
Dor.-Everett .	161	167	290	608	46	102	141	125	99	70	18	7	..
Dudley	155	201	306	662	59	113	142	141	114	55	30	7	1
Dwight	103	105	130	338	29	49	80	76	51	34	13	4	2
Ellot	160	146	198	504	59	103	103	120	76	34	7	2	..
Emerson . . .	116	216	209	541	43	89	86	130	91	48	34	16	4
Everett	154	202	254	610	45	100	109	132	119	66	29	6	4
Franklin . . .	202	195	258	655	54	111	154	139	115	57	15	8	2
Frothingham .	110	214	166	490	51	67	95	99	90	64	20	3	1
Gaston	188	245	340	773	41	149	158	161	154	79	21	9	1
Geo. Putnam .	52	46	123	221	25	47	47	58	28	14	2	..	..
Gibson	64	125	153	342	39	70	77	85	89	26	3	2	1
Hancock . . .	146	199	338	733	63	160	180	144	123	43	18	2	..
Harris	58	100	117	275	23	45	47	56	51	26	15	6	6
Harvard . . .	150	191	269	610	74	115	132	121	95	54	13	5	1
Hillside . . .	64	80	121	265	39	43	52	57	40	25	5	3	1

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Hyde	87	108	119	314	18	56	80	71	52	21	11	4	1
Lawrence . .	317	245	414	976	121	180	225	200	141	66	30	9	4
Lewis	141	204	251	596	54	94	127	135	107	56	18	4	1
Lincoln . . .	102	110	109	321	22	43	86	67	60	33	6	2	2
Lowell	186	161	323	670	86	129	156	124	103	49	18	4	1
Lyman	146	162	278	586	50	99	132	104	123	50	21	6	1
Mather	122	129	174	425	46	70	73	94	81	36	14	9	2
Minot	49	58	118	225	41	46	50	54	20	7	4	2	1
Mt. Vernon .	43	27	75	145	22	24	31	28	25	8	6	1	..
Norcross . .	199	200	292	691	71	116	153	140	121	52	25	10	3
Phillips . . .	123	120	112	355	22	51	50	80	81	35	25	10	1
Prescott . . .	101	179	247	527	72	75	113	113	87	53	8	5	1
Prince	50	56	63	169	9	17	46	44	23	20	7	3	..
Quincy	215	259	232	706	72	122	155	169	113	50	21	4	..
Rice	161	141	136	438	24	80	106	123	67	29	6	3	..
Sherwin . . .	100	133	204	437	50	74	108	93	64	30	16	2	..
Shurtleff . .	110	120	158	388	37	74	100	101	43	19	13	1	..
Stoughton . .	51	43	92	186	37	38	49	38	14	5	3	1	1
Tileston . . .	18	12	54	84	18	15	19	21	6	2	2	1	..
Warren	94	157	115	366	14	66	102	87	58	31	7	1	..
Wells	158	257	448	863	102	174	193	185	125	57	23	4	..
Winthrop . .	103	106	104	313	46	73	79	58	20	18	14	4	1
Totals . .	6,406	7,879	10,400	24,685	2,362	4,402	5,443	5,368	3,964	1,995	805	271	75
Percentages	26.	31.9	42.1	100	9.6	17.8	22.	21.7	16.1	8.1	3.3	1.1	.3

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June 30, 1886.

DISTRICTS.	No. of Teachers.	Ay. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Ay. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams	9	436	48.4	Harris	5	263	52.6
Agassiz	3	185	61.7	Harvard ...	12	622	51.7
Allston	8	492	61.5	Hillside	5	285	57.0
Andrew	11	629	57.2	Hyde	6	320	53.3
Bennett	7	350	50.0	Lawrence ..	19	958	54.2
Bigelow	13	694	53.2	Lewis	11	626	56.9
Bowdoin ...	8	403	50.4	Lincoln	6	324	54.0
Brimmer ...	9	447	49.7	Lowell	11	650	59.1
Bunker Hill.	12	632	52.7	Lyman	12	573	47.7
Chapman ...	6	385	64.2	Mather	8	426	53.2
Ch's Sumner	7	324	46.3	Minot	5	217	43.4
Comins	13	756	58.2	Mt. Vernon	3	138	46.0
Dearborn ..	19	1,065	56.0	Norcross ...	13	691	53.2
Dillaway ...	7	388	55.4	Phillips	6	360	60.0
Dor.-Everett	11	622	56.5	Prescott ...	9	531	59.0
Dudley	13	664	51.0	Prince	3	177	59.0
Dwight	6	338	56.3	Quincy	14	708	50.5
Eliot	10	490	49.0	Rice	8	441	55.1
Emerson ...	10	521	52.1	Sherwin ...	9	438	48.7
Everett	12	630	52.5	Shurtleff ...	7	385	55.0
Franklin ...	13	676	52.0	Stoughton ..	4	184	46.0
Frothingham	9	487	54.1	Tileston	2	83	41.5
Gaston	15	780	52.0	Warren	7	373	53.3
Geo. Putnam	4	210	52.5	Wells	16	893	55.8
Gibson	6	303	50.5	Winthrop ..	6	308	51.3
Hancock	15	818	54.5	Totals	463	24,699	53.3

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools for the five months ending June 30, 1886.

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams.....	..	..	..	Harris .....	..	..	..
Agassiz.....	..	..	..	Harvard	9	12	21
Allston .....	..	..	..	Hillside.....	..	..	..
Andrew.....	..	..	..	Hyde	17	23	40
Bennett.....	..	..	..	Lawrence	102	41	143
Bigelow.....	..	..	..	Lewis .....	..	2	2
Bowdoin .....	..	..	..	Lincoln.....	32	14	46
Brimmer.....	11	18	29	Lowell.....	..	..	..
Bunker Hill.....	..	..	..	Lyman.....	26	12	38
Chapman .....	..	..	..	Mather .....	..	..	..
Charles Sumner .....	..	..	..	Minot.....	..	..	..
Comins	1	..	1	Mt. Vernon .....	..	..	..
Dearborn	10	8	18	Norcross.....	16	48	64
Dillaway.....	..	..	..	Phillips .....	..	1	1
Dor.-Everett .....	..	..	..	Prescott.....	..	..	..
Dudley .....	..	..	..	Prince .....	..	..	..
Dwight .....	..	..	..	Quincy	62	26	88
Eliot	16	1	17	Rice.....	21	20	41
Emerson .....	..	..	..	Sherwin	34	30	64
Everett.....	2	..	2	Shurtleff.....	21	33	54
Franklin.....	38	25	63	Stoughton.....	..	..	..
Frothingham .....	..	..	..	Tileston .....	..	..	..
Gaston.....	..	..	..	Warren.....	..	..	..
George Putnam.....	..	..	..	Wells.....	1	4	5
Gibson.....	6	8	14	Winthrop	7	18	25
Hancock .....	..	..	..	Totals	432	344	776

DISTRIBUTION OF PUPILS IN RESPECT BOTH

CLASSES.			Under 5 years.	5 years.	6 years.	7 years.	8 years.	9 years.
Latin Schools.	All Classes	Boys . . Girls . .	....	....	....	....	....	....
	Totals . . . . .	.. . . .	..	..	..	..	..	..
High Schools.	Advanced Class . . .	Boys . . Girls . .	....	....	....	....	....	....
	Third-year Class . . .	Boys . . Girls . .	....	....	....	....	....	....
	Second-year Class . . .	Boys . . Girls . .	....	....	....	....	....	....
	First-year Class . . .	Boys . . Girls . .	....	....	....	....	....	....
	Totals . . . . .	.. . . .	..	..	..	..	..	..
Grammar Schools.	First Class	Boys . . Girls . .	....	....	....	....	....	....
	Second Class	Boys . . Girls . .	....	....	....	....	....	....
	Third Class	Boys . . Girls . .	....	....	....	....	....	....
	Fourth Class	Boys . . Girls . .	.. ..	.. ..	.. ..	.. ..	1 1	21 4
	Fifth Class	Boys . . Girls . .	.. ..	.. ..	.. ..	.. ..	6 4	178 150
	Sixth Class	Boys . . Girls . .	.. ..	.. ..	.. ..	1 4	171 187	811 737
	Ungraded Class . . .	Boys . . Girls . .	.. ..	.. ..	.. ..	3 2	28 15	74 36
	Totals . . . . .	.. . . .	..	..	..	10	413	2,011
Primary Schools.	First Class	Boys . . Girls . .	.. ..	.. ..	5 2	191 156	868 787	1,199 1,016
	Second Class	Boys . . Girls . .	.. ..	11 8	273 249	1,310 1,098	1,424 1,255	768 673
	Third Class	Boys . . Girls . .	18 9	1,261 1,055	2,110 1,763	1,455 1,233	582 452	158 150
	Totals	27	2,335	4,402	5,443	5,368	3,964
	Grand totals	27	2,335	4,402	5,453	5,781	5,975

STATISTICS.

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TO AGE AND TO CLASSES, JUNE, 1886.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.
. .	3	10	39	76	59	72	55	33	23	370
. .	1	6	12	12	26	30	14	8	12	121
. .	4	16	51	88	85	102	69	41	35	491
. .	. .	. .	. .	. .	. .	. .	11	3	3	6
. .	. .	. .	. .	. .	. .	. .	. .	32	37	80
. .	. .	. .	. .	. .	4	24	62	65	28	183
. .	. .	. .	. .	. .	. .	17	70	84	62	233
. .	. .	. .	. .	3	44	96	85	18	1	247
. .	. .	. .	. .	2	23	94	95	56	16	286
. .	. .	. .	9	62	135	116	49	7	. .	378
. .	. .	. .	3	43	139	151	81	24	7	448
. .	. .	. .	12	110	345	498	453	289	154	1,861
. .	. .	14	95	280	288	175	45	†9	. .	906
. .	. .	3	45	220	358	263	89	†24	. .	1,002
. .	9	99	381	472	304	94	21	†2	. .	1,382
. .	10	73	366	461	322	152	23	†7	. .	1,414
15	130	513	672	531	226	62	7	†6	. .	2,162
8	97	418	648	476	255	70	8	†4	. .	1,984
211	672	941	602	315	69	10	. .	. .	. .	2,843
135	510	829	650	284	72	11	2	. .	. .	2,498
680	1,014	856	416	133	32	8	1	. .	. .	3,324
608	919	659	345	100	30	7	1	. .	. .	2,823
1,183	841	427	155	45	8	2	. .	. .	. .	3,644
1,029	661	326	93	44	2	1	. .	. .	. .	3,084
140	138	99	75	34	8	. .	. .	. .	. .	599
58	59	53	49	27	15	4	1	. .	. .	319
4,067	5,060	5,310	4,592	3,422	1,989	859	198	†53	. .	27,984
725	289	93	†20	. .	. .	. .	. .	. .	. .	3,390
649	276	104	†26	. .	. .	. .	. .	. .	. .	3,016
275	95	27	†8	. .	. .	. .	. .	. .	. .	4,191
257	97	33	†18	. .	. .	. .	. .	. .	. .	3,688
40	21	8	†2	. .	. .	. .	. .	. .	. .	5,655
49	27	6	†1	. .	. .	. .	. .	. .	. .	4,745
1,995	805	271	†75	. .	. .	. .	. .	. .	. .	24,685
6,062	5,869	5,597	4,730	3,620	2,419	1,459	720	383	189	55,021

† Thirteen years and over.

† Eighteen years and over.

ANNUAL REPORT
OF THE
BOARD OF SUPERVISORS.
1886.

BOSTON PUBLIC SCHOOLS,
SUPERINTENDENT'S OFFICE, MASON ST., Dec. 28, 1886.
To the President of the School Committee:

The Ninth Annual Report of the Board of Supervisors is herewith respectfully submitted.

EDWIN P. SEAVER,
Superintendent.

REPORT.

To the School Committee:

The Board of Supervisors respectfully presents the following report of its "work as a Board, and as Supervisors," for the year ending September 1, 1886:

DUTIES OF THE SUPERVISORS.

The duties of the Board of Supervisors, and of the several Supervisors, have been described in previous reports so many times that it is unnecessary to repeat the description now. These duties have not, during the year, been increased by the Regulations, except in one respect, viz.: teachers in the evening schools, like teachers in the day schools, are appointed on probation, and must, before confirmation, be visited and reported upon by two Supervisors. Nor have the duties required by the Regulations been diminished. It is, however, true that, while the duty of inspecting the sanitary condition of schools has not been formally taken from the Supervisors, it has been given to the Instructor in Hygiene. The Supervisors have assumed that it was the intention of the School Board to relieve them of this part of

their work and to give it to one specially qualified for it by training and experience. They, therefore, respectfully suggest that the part of Section 139, of the Regulations, which requires them to inspect and report upon "the sanitary condition of schools, houses, and premises, including the working of the heating and ventilating apparatus," be stricken out. Although this change were made, the Supervisors could investigate and report upon such sanitary matters as they or the sub-committees of the School Board deemed desirable, under the requirement that they ascertain and report "the *merits, defects, and needs* of the various schools and classes, and, in general, the *physical*, mental, and moral condition of the scholars."

COURSES OF STUDY.

Primary and Grammar School Courses.

By request of the Committee on Examinations, the Board of Supervisors helped revise the course of study for Primary and Grammar Schools. The results of their investigations were reported to the Committee on Examinations, and are embodied in the revised courses of study adopted by the School Board in March last. The general features of this plan of study are nearly the same as those of the plan adopted in September, 1883. This remark applies to the subjects of study, the order of subjects, and the time to be given each subject. The Board of Supervisors scrutinized every part of the course of 1883 and carefully weighed objections to it. The changes in it, with one exception, were made either to simplify or to reduce the requirements. In the Primary Schools spelling as a distinct study is stricken from the second-year's work; and no instructor in a Primary School is *required* to teach her pupils to multiply and divide by a number larger than twelve. She is not, however, prevented from asking any questions in number that may be answered by pupils of

ordinary capacity.¹ In the course of study for Grammar Schools, the principal changes made are in elementary science, geography, history, and arithmetic. The study of physiology and hygiene is given a more prominent place than it had; the elements of physics are to be studied in the last year instead of the last two years of the course; the requirements in geography are reduced by the omission of map-drawing from memory; only the last three centuries of English history are to be studied, and the study is limited to "readings, conversations, and occasional written exercises;" and, finally, a renewed attempt is made to keep the work in arithmetic within reasonable limits.

It is too much to expect that these courses of study will prove satisfactory to all; they are not in all respects satisfactory to their authors. They are, however, not a compromise of conflicting opinions; they express the judgment of the majority after mature consideration. It is believed that they rest upon sound principles of education; that they lead to right ends, not by any royal road, but by ways carefully planned and made and by steps not too long or difficult. They will bear at least the practical test, viz., the needs of the average boy and girl. Even if a pupil of fair ability leave school at the end of the third year in a Grammar School, he will be able to read intelligently, to write legibly, and to do, with a good degree of accuracy and facility, arithmetical work in the ground rules, in reduction, and in the elements of decimal and common fractions. He will also have acquired an elementary knowledge of geography, drawing, music, and the laws of health; a rudimentary taste for good reading, and the ability to express his thoughts, orally and in writing, with a fair degree of correctness. He

¹For example: At two cents a newspaper, for how many cents does James sell thirty newspapers? How many pounds of coffee, at thirty cents a pound, can you buy for sixty cents? With twenty-five cents, how many books, at fourteen cents each, can you buy, and how many cents will you have left?

will have begun to observe natural objects with something of purpose and of system, and to form habits of industry, obedience, and right living. If he continue three years longer in school, he will accomplish much more, and will be better prepared to meet the demands of good and intelligent citizenship.

High and Latin School Courses.

A course of study should not be so general and indefinite as to leave teachers in doubt what is required, nor so particular as to bind them to unimportant details and to prevent them from determining what steps should be taken in order to arrive at important ends. It is plain that as many details should be given as are necessary to keep the work of teachers within reasonable limits, and to make it progressive from class to class. This requirement seems to have been met by the courses of study for the Primary, Grammar, and Latin Schools. It is not met by the course of study for the High Schools. That is but little more than a skeleton of subjects. It has served its original purpose, viz., to bring the eight High Schools into one general system. It is now high time to make the union more complete by specifying the important topics of study under each general subject. Some attempts have been made in this direction. In 1877, in accordance with a request of the Committee on High Schools, several of the Supervisors prepared "Document No. 29." This contained topics and suggestions under English language and literature, history, civil government, botany, zoölogy, and astronomy. This work did not meet with much favor and was left incomplete. Later, with the approval of the Committee on Examinations, some limitations of the work in solid geometry and chemistry were made by the Board of Supervisors. But the fact remains that the only authorized standard of attainment in the High Schools is a skeleton course of study, some text-books, and the diploma exami-

nations, — a standard so indefinite in quantity and quality as to lead one to wonder how the eight High Schools could have accomplished results which plainly indicate that these schools have had a common purpose and are now prepared for a closer union.

It must soon be considered what changes, if any, should be made in the course of study for the Latin Schools, in order to meet the changed requirements for admission to college. Another question will, sooner or later, demand careful consideration, viz. : whether the High Schools, or any of them, in distinction from the Latin Schools, should have their course of study so modified that pupils may be prepared in them for college. As candidates may enter college with a knowledge of only one of the languages, Latin and Greek, provided the increased demand in mathematics and physical science be met, it is probable that a four years' course of study for the two Central High Schools could be laid out which, without interfering with the distinctive purpose of High School instruction in Boston, would lead to college. Whether or not it would be the part of wisdom and economy to have such a course of study in these schools is a practical question of great moment, and should be answered only after considering the relations of the two Central Schools to the two Latin Schools. The School Board might not hesitate to give an affirmative answer to this question if it were convinced that the High Schools could give the training that prepares "for life," for business, for the Normal School, and for scientific schools, like the School of Technology, and could at the same time prepare for college without materially increasing the expense to the city and the demands upon teachers and pupils. But it should not be forgotten that the distinctive purpose of the two Latin Schools is to prepare for college, and that this preparation requires both an organization of these schools for accomplishing the purpose and specific and exacting work from teachers and pupils.

As a rule a school organized for accomplishing a special purpose is more efficient than a school organized for accomplishing several distinct purposes. Thus, Latin can, at the present time, be better and more economically taught in the Latin Schools than in the Central Schools, while physics and chemistry can be better and more economically taught in the Central Schools than in the Latin Schools. If, therefore, it be decided to make the Central Schools fitting schools for college, it will probably be expedient to organize the two upper classes in the Central Schools and in the Latin Schools, so that all the instruction in physical science may be given in the former and all the instruction in Latin may be given in the latter.

Evening School Courses.

The Evening Schools have no authorized course of study, unless a list of the subjects that may be studied in the Evening High School is regarded as a course of study. In this school, pupils elect from the list such subjects as they wish to study; but the course of instruction in any subject is mainly determined by the teacher of that subject or by the several teachers, each for himself. No subjects of study are specified for the Evening Elementary Schools. Here, the needs of the pupils, as judged by the principal or his assistants, and the authorized text-books determine in great part what subjects each shall study and what he shall do in each subject. It is not unreasonable to affirm that evening teachers have at least as much need of a course of study to guide them in their work and to keep them within proper limits as day teachers. It seems, therefore, desirable to lay out for Evening Elementary Schools a course of study similar to the course for Primary Schools and for the first three or four years of the Grammar Schools. Much of what is done in the day schools must be omitted on account of the short time the pupils have for study; but at least a plain course of study in reading,

writing, oral and written expression, and arithmetic should be made for the Elementary Schools. Moreover, there should be a course in each department of study of the Evening High School in order (1) to give more point and method to the instruction, and (2) to set up a reasonably high standard of attainment. It is, indeed, time — especially as the Evening High School is probably a permanent part of the school system — that it should give in all its departments of study, as it has given in some, thorough and systematic instruction.

Crowding Courses of Study.

It is sometimes affirmed that the courses of study are crowded with subjects, and that they demand of teachers and pupils more than they can do well. This is the statement of a half-truth. It is true that more subjects are studied in some grades of our schools than were formerly studied; but it is also true that several of these subjects are so connected and related that each helps the understanding of the others, and that together they result in a greater acquisition of knowledge than if they were separately studied. For example, a lesson in reading may be made an exercise not only in elocutionary drill but also in the oral and written expression of thought, and incidentally in spelling, punctuation, the use of capitals, and grammatical correctness. Observation lessons in the Primary Schools and elementary science, geography, and history in the Grammar Schools furnish material for oral and written exercises; and these, in turn, give clearness and exactness to the knowledge acquired. It is also true that, when teachers use mechanical methods of teaching, their pupils have too many studies and these studies stultify and cripple the mind. Fortunately, there are few teachers of this kind; there are more who, using both the mechanical or deductive methods and the natural or inductive methods, expend too much time on some subjects or too little on each. On the other hand, it is true that the

many teachers in the Primary and Grammar Schools who economize time and labor by uniting related studies and who use the best methods of teaching, find, as a rule, that the prescribed work can be done within the prescribed time.

It is believed by those who have the most intimate knowledge of the High Schools that the majority of pupils in them do not have too much studying to do. In every large school there may be found some pupils, favored by nature or circumstances, who can easily do more than the prescribed work, and some others, physically weak, or dull by nature, or unfortunate in their training, who cannot, without overworking, meet all the requirements of the school. The course of study must provide for the majority of pupils; it is the part of parents and teachers to keep the minority from overwork by requiring them to take a partial course or by giving them more time to complete the course.

In making the course of study for the Latin Schools, it seemed reasonable to expect that pupils, after spending three years in a Primary School and three years in a Grammar School and passing the examination for admission to the Latin Schools, could prepare there for college in six years. This expectation has been realized. A good preparation for college means hard and severe study for the greater part of the pupils. It is not strange, then, that some pupils have fallen out by the way from ill-health or inability to do all the work which must be done, and done well, before entering college. Most of the graduates from these schools have been well prepared to do college work and have done it with credit; but no one of them has been too well prepared. If it were true that the greater part of the pupils in the Latin Schools work too hard, a remedy for this evil should be found at once. Either a year should be added to the course or the standard of attainment should be lowered. The first remedy would not meet with favor from the public or from the colleges; the second would be satisfactory to no

one and would practically destroy the schools as fitting schools. The truth is that, with a few exceptions, all who should go from the Latin Schools to college endure the discipline of preparation and enter college with mental and physical ability to do the work required of them. The exceptions to this rule should be provided for by requiring some pupils to take a longer time for college preparation.

Conclusion.

In closing this part of the report on "Courses of Study," the Board of Supervisors respectfully recommends:

1. That a more detailed course of study be laid out for the High Schools.

2. That the question be considered what changes, if any, should be made in the course of study for the Latin Schools in order to meet the changed requirements for admission to college.

3. That the question be considered whether the Central High Schools should include preparation for college in their work; and, if so, what changes, if any, should be made in their course of study, and whether there could be an economical division of labor between the two Central High Schools on the one hand and the two Latin Schools on the other.

4. That a course of study be prepared for the Elementary Evening Schools, and that courses of instruction be laid out for the several departments of study in the Evening High School.

INSTRUCTION IN MUSIC.

In accordance with an order of the School Committee, the Superintendent and the Supervisors made an investigation into the methods and efficiency of the instruction in music in the public schools. A report of the results of that investigation was made by the Superintendent, and is printed in Document No. 9, 1886.

SUPERVISION OF TEACHERS AND THEIR TENURE OF OFFICE.

It is the duty of the Supervisors to observe and, once a year, to report upon all the regular and special teachers in the public schools, except the teachers in the Evening Drawing Schools and the special instructors in music, sewing, military drill, and manual training. The whole number under supervision in the year ending June, 1886, was 1,363. As usual, the schools were divided into six groups and the teachers in each group were observed and reported upon by the Supervisor of that group. The records containing these reports have been identical in purpose and form for the last ten years. In them is expressed a Supervisor's judgment (1) of each teacher's governing ability, and (2) of the conduct of his pupils; (3) of his teaching ability, and (4) of its results as shown by his pupils. These four judgments have been made up and recorded each of the years, if not more than ten, that he has been a regular teacher in the Boston public schools. When collated and carefully compared they plainly show, first, that one class of teachers are steadily good or excellent through a series of years; second, that another class keep improving until, rising to their natural level, they stand among the good or excellent teachers; third, that another class include (1) teachers naturally able but changeful and of doubtful efficiency; (2) teachers possessing some marked merits and not a few chronic defects; (3) teachers that can never rise but little above "passable" and that sometimes fall below that point; (4) teachers that have degenerated.

The record just described is highly honorable to the first two classes mentioned above, and would be of service to them if they were candidates for promotion, or if, in any contingency, their standing were called in question. This is not only a conservative influence, helping to keep in their places good and excellent teachers and those that

promise to be such, but also an influence that helps preserve the schools from the continued employment of incompetent teachers. Moreover, this record presents strong evidence that it is unnecessary to elect annually the first class of teachers mentioned above; nor, indeed, the second class after they have in continuous service proved that they are, and in all probability will remain, good or excellent instructors.

The teachers, except the principals, may be classified as follows:

1. Those who, having been appointed teachers on one year's probation, have been confirmed.
2. Those who, after confirmation, have been reported for three years in succession as good or excellent teachers.
3. Those who, after meeting the requirements of the second class, have been reported for another three years in succession as good or excellent teachers.

The Board of Supervisors respectfully recommends that the first of the three classes be, as now, annually appointed, and that, if appointed at all, they continue to be annually appointed, until they belong to the second class; that the second class of teachers be appointed for three years, and, thereafter, that they continue to be appointed for three years, or a shorter time, until they belong to the third class; and that the third class of teachers be so appointed as to hold their office during good behavior and efficiency.

It is assumed in the Regulations that probationary appointments of principals are undesirable and unnecessary. To appoint a principal on probation for one year would be equivalent to expressing a doubt that he deserves to be principal. The importance and prominence of the office demand that it be filled only by one whose character, scholarship, teaching and governing ability have been tested and found satisfactory, and who is judged to have the other qualifications of a principal. It remains for him to prove

that, as principal, he possesses a good or high degree of organizing and executive ability and of moral power, and that he performs his administrative duties, both great and small, with energy, promptness, and discretion. To give a satisfactory proof of their fitness to perform these duties principals need, as a rule, more than one year and not less than four years. The Board of Supervisors, therefore, recommends (1) that those principals who have served less than four years be annually appointed, if appointed at all, until they have been principals for four years; (2) that those who have served as principals for at least four years be candidates for a tenure of office during good behavior and efficiency; but, if not at that time appointed with such a tenure of office, they continue to be annually appointed, if appointed at all, until the School Board shall have elected them with a tenure of office during good behavior and efficiency.

DEPARTMENTAL EXAMINATIONS OF SCHOOLS.

It was voted by the Board of Supervisors that each Grammar School, unless it had been lately examined in all departments, should be examined by two Supervisors in their respective departments, and by only two. For the purpose of departmental examinations the Superintendent assigned the schools to the Supervisors. They all began this important work, and some of them completed it; while the rest, on account of other demands upon their time and energy, were unable to finish it.

In the report of the Board of Supervisors for 1885 each examiner briefly described the condition of his department and made such suggestions in regard to it as he deemed important. The condition of the several departments has not materially changed during the last year, and is not likely to change much in any single year. If, however, the present condition of the departments of study be compared

with what their condition was eight or ten years ago, it will be seen that some marked changes for the better have been made, and that certain tendencies, some good and others bad, are beginning to show themselves. It is difficult to generalize aright from results produced at different times, by different methods, and under varying circumstances. But it is believed that the following conclusions approximately express the truth :

1. The pupils in all grades of the schools express thoughts, both orally and in writing, with more correctness and ease than pupils did ten years ago. But columns of hard and unfamiliar words are not spelled as well as they were when they formed a great part of the work done in language ; and technical grammar, now studied a less time but more intelligently, is not acquired in its dry and empty details as thoroughly as it once was.

2. Penmanship, as such, is probably no better than it was ; but serviceable handwriting, having at least the merits of legibility and rapidity, is better, especially in the Primary Schools and in the lower classes of the Grammar Schools.

3. Reading, both oral and silent, is more intelligent than it was, and has become a better means for acquiring knowledge. But oral reading, though natural and without affectation, lacks the elocutionary qualities of clearness, distinctness, melody, and force. Formerly pieces were oftener read for effect ; now they are oftener read for information.

4. More knowledge of English authors — small though it be — is now acquired than formerly. The supplementary reading in the Grammar Schools and the systematic study of standard authors in the High Schools are means of culture that are producing better and better results. Nor are the Latin Schools behind in the reading and study of English authors. Even before Prof. Adams Hill introduced into the requirements for admission to Harvard College the reading of standard authors, — a great step towards and a stimulus

to the right study of English literature, — the Roxbury Latin School and the Boys' Latin School had begun the good work. This has been continued ever since with results that show decided improvement. There is, however, one tendency that needs to be guarded against in some of the schools, especially in the Grammar Schools. It is the inclination to read what is easy or amusing to the exclusion or to the comparative neglect of reading what demands study and thought. The first, though good in itself, and much better than the mechanical reading of what is hard and uninviting, may induce a distaste for reading which requires thought and investigation, and may lead to the formation of a habit of looking but little below the surface of things, — a habit that is bad for every study which must be pursued with the help of reading. The tonic effect of solid reading is felt every day and every hour in the class-room.

5. The knowledge of concrete arithmetic is greater than it was ten years ago, especially in the Primary Schools and in the lower classes of the Grammar Schools. But it is doubtful whether any advance has been made in the knowledge of pure arithmetic. The attempts that have been made to teach the science of pure numbers to pupils in Primary and Grammar Schools have been signal failures; and such attempts will fail as long as children are children. Ideas of numbers must, as a rule, be suggested to them by means of objects or by words or other signs that are immediately associated with objects. Nor have mere "table learning" and ciphering fared much better than pure number. When made ends in themselves they have been reached by constant repetitions that are devoid of mental acts. When, however, they are made means for reaching concrete or practical ends they become real and are attended with mental activity. In concrete and practical work repetition is, of course, required; but the automatism that results from it is the automatism of a mind and not of a machine.

It is affirmed that there are two tendencies in the study of arithmetic that need to be checked. The first is expressed in the statement that pupils have less accuracy and facility in number-work than formerly. This is probably true of some schools and some classes; and it plainly shows the need of better methods of work in those schools or of more and better-graded exercises or of limitations in subjects and topics. The second tendency is expressed in the statement that, although pupils do the greater part of their work in arithmetic intelligently, yet they are not so able as former pupils were to think out and to solve without help problems that involve difficulties. This statement, too, is probably true of some schools and classes. It is obvious that to guard against this tendency it is necessary that pupils should be made to depend more upon themselves, should be trained to think by thinking, and to this end should be required to solve problems carefully graded as to difficulty and not expressed in stereotyped forms. In the study of arithmetic, as in all other studies, this statement of John Stuart Mill is true: "*A pupil from whom nothing is ever demanded which he cannot do never does all he can.*"

In the last ten years algebra has held its own in the High Schools; and, were it studied there as long as it is studied in the Latin Schools, would show as good results. In the Boys' Latin School the results in algebra, judged by the examinations for entrance to college, are far better than they were ten years ago. The results of the study of geometry in the High and Latin Schools are at least as good as they formerly were, and in respect to original demonstrations are better than they ever were.

6. The observation lessons in the Primary Schools and the inductive study of elementary science in the Grammar Schools make a new era in education. The knowledge acquired from these exercises is small indeed; but the method of study and the habits formed are invaluable. Akin to the

education of the observational powers by means of these exercises is the education by doing. Thus sewing has become a means of training hand and eye; of making home more attractive and its inmates more comfortable; and, incidentally, of furnishing a source of income to many a family. Add to this the cooking-school, and give the boys a chance to expend their surplus energies in well-directed manual labor, and then the education by doing will supplement and will add vigor and reality to the education by observation and study.

The study of physics, chemistry, botany, and zoölogy in the High Schools is largely observational and experimental. The text-book cram — although the text-book is used — is a thing of the past. The results of the training in these sciences are good; and it needs no prophet or son of a prophet to foretell that the changes in methods now taking place will produce even better results in the near future. The Latin Schools, too, are beginning to seize the opportunity the college has just offered. Until now the college has required candidates to make a preparation in physics which did not prepare them to continue that study in college. This contradiction no longer exists; and now the Latin Schools can teach physics experimentally and inductively.

7. It is plain that ten years have wrought a decided change in the purposes, methods, and results in the study of history and geography. History is becoming a study of events in the life of a people and of notable persons who have done their part to direct or mould or reform that life. It is doubtful if the mere lists of kings and dates that used to be brilliantly recited, could now be repeated by a single class in Boston. Geography, too, is becoming a means of culture equalled by no other study, unless it be the study of language and literature. The dry facts formerly separated and given in detail, have now become related and united and form living realities to the pupil. The work is, of course,

poorly done in some classes ; for this is a period of change to better purposes and methods not yet fully understood.

8. The study of Latin and Greek is pursued in the Latin Schools with as much thoroughness as formerly and with much better methods. The grammar of the language is gradually learned through simple exercises, and is not crammed into the memory either before or after the pupils have acquired some knowledge of the language. Moreover, the training by sight translations is such that the progress of pupils in Virgil and Herodotus is tested by the translation of passages not before seen by them. This change in methods indicates progress towards the study of literature as an end and of language as a means to that end.

French in the Latin Schools, and Latin, French, and German in the High Schools, are studied with purposes, methods, and results varying with the school and the teacher. At least, this may be said, that as good results are now accomplished as formerly ; and, in a few schools, better results. The following note to the course of study for the Latin Schools expresses two purposes in studying a foreign language : " In studying a foreign language, ancient or modern, emphasis is to be given to the oral reading of it, especially in the early part of the course. The main objects to be accomplished are ability (1) to translate readily and correctly into English ; (2) to *understand* the language from *reading* it, without the necessity of translating it into English." The first of these objects is accomplished in nearly all the classes ; the second is accomplished in some classes. In teaching French or German, a third object is accomplished by a few teachers who can speak the language fluently : By combining the practical study of grammar, the oral reading of the language, and conversational exercises, they teach their pupils to understand the language on hearing it and to speak it with some degree of readiness and correctness. With well-defined purposes, with a better

speaking knowledge of the language, and with frequent conversational exercises, some teachers will be able to accomplish much more than they now attempt.

9. The work in astronomy in the Girls' High School remains solidly useful, and is preparatory to the good work done in astronomical geography in the Normal School and by teachers who have graduated from that school. Nor has the value of book-keeping lessened in this commercial city whose merchants are glad to employ the graduates of the High Schools. Drawing and music, too, are believed to be increasing in educational and practical usefulness.

10. In general the work done in day and evening schools is more attractive, more intelligent, and more useful than it was. If, in this period of transition from old to new purposes and methods, the results in some subjects are not satisfactory, it should be remembered that time is an essential factor in changing from well-established methods to others. If, too, there be a suspicion that in the attempt to learn many things, pupils must scatter their mental forces or be helped too much and thus become superficial in acquirements and weak in mental grasp, it must be remembered that the modern method of teaching is the inductive method, which implies (1) the learning of many facts; (2) the comparison of these facts; (3) the classifying and the generalizing of these. It is believed that this inductive process is natural and strengthening to the growing mind; and that, when the general knowledge has been acquired, the mind will be still further strengthened by using and applying this knowledge.

INSPECTION OF SCHOOLS.

Not only do the Supervisors in their respective districts observe each teacher while governing and instructing his class and the results of this work, but they also endeavor to become acquainted with the general condition and needs of

the several schools that they supervise. In the past the chief objects of their investigation have been (1) the health of teachers and pupils, and the right sanitary conditions for securing it; (2) the mode of government, including motives to study; and (3) the classification and promotion of pupils. The fourth object of investigation, viz., the merits, defects, and needs of the schools and classes, and the physical, mental, and moral condition of the scholars, is so general in character as to lead to somewhat miscellaneous results.

Two classes of facts concerning the condition of schools could be ascertained and reported: (1) Those that pertain to a certain district, school, or class and are accidental or local or of a private nature; (2) those that pertain to the schools as a whole. Some of the first class of facts could be ascertained and reported by the several principals of the districts or schools. Others of the first class of facts are within the province of the Supervisors, and should be reported — some without delay and others from time to time during the year — to the sub-committees of the School Board through the Superintendent. The second class of facts imply careful investigation, not in one district or school alone but in all the districts or schools, and not by one Supervisor alone but by all the Supervisors, each in his own circuit. Now, a careful investigation of a single subject like school government, motives to study, the classification and promotion of pupils, or the carrying out of the courses of study, demands not a little time for collecting and collating facts and for drawing valid conclusions therefrom. It is doubtful whether the Supervisors can thoroughly investigate more than one of these subjects each year without neglecting other important duties that are required of them. The subject for investigation might be designated by the Superintendent after consultation with the Board of Supervisors; and the several reports of the Supervisors might be made to the Board of Supervisors, and then combined into one report, and sub-

mitted to the School Board by the Superintendent. It is believed that the first class of reports would be of immediate value to the sub-committees, and that the second class of reports would be of permanent value to the School Board, and that together they would be of more value than the present inspection reports.

The inspection of the schools has resulted in some good, and in an increased knowledge of certain important matters :

1. Better drainage, cleaner cellars, purer air and more uniform temperature in class-rooms, and less exposure to contagious diseases exist now than formerly. This result has been secured by the coöperation of principals and assistants, officers of the Board of Health, assistants of the Superintendent of Public Buildings, and janitors of school-houses. Physical exercises and singing in Primary and Grammar Schools, vocal and calisthenic exercises and military drill in the High and Latin Schools, have served to rest the pupils and to give them an erect carriage, stronger lungs, and somewhat better developed muscles. Physiology and the laws of health are taught and studied with more system ; pupils are freed from home study during the first six years of their school-life, and are required to study at home but one hour a day for the next three years ; study, too, is attended with less feverish anxiety in regard to marks and rank, and is slowly becoming a mental exercise as attractive and healthful as physical exercise. Finally, the Instructor in Hygiene has lately given more system and thoroughness to all sanitary matters pertaining to the schools. The result of all these efforts probably is that pupils are physically stronger and healthier than former pupils. There is, however, an impression that— notwithstanding the improved sanitary conditions— more teachers break down in health than formerly. This is a subject that needs careful investigation.

2. No change in the schools during the last ten years is

more evident than the change in the method of governing them. A principal, if he is strong in moral forces and has good judgment, is the most potent factor in the government of his school. His assistants, influenced more or less by his personal power and his authority, will, if strong and sensible, execute his plans in the spirit in which they were formed, and, if weak, will do at least in a mechanical way what seems to be wanted. The interests of principal and of assistants become the same. With such a principal and corps of teachers a school does its work with the least waste and friction. Most of its instructors govern while teaching; and, greatly interested in accomplishing the objects of the school, unconsciously carry along their pupils with them. Now they make a suggestion, or bestow a word of praise, or kindly administer a censure; but, whatever they do, they keep in mind the good of their pupils and the ends to be reached. The pupils learn to value excellence and to strive for it, at first because their teachers value it, and, later, for its own sake. This is no ideal sketch. The form of school government just described is the best, and, therefore, must prevail; and other forms radically wrong must give way to it. If, in consequence of some false notion, or unpropitious circumstances, or weakness in the administration and in the teaching force of a school, the principle of fear is made to take so prominent a place that the pupils aim to avoid punishment rather than to seek for excellence, the government of the school becomes hard and severe, and, though efficient in the present, does not give promise of good conduct in the future. If, instead of fear, emulation be appealed to in unnatural ways and to the partial or entire exclusion of the higher principles of human nature, the government of the school may appear to be excellent; but this result is secured at the risk of discouraging or rendering indifferent a part of the pupils, and of leading all to form the narrow and selfish habit of working for rank instead of excellence.

The fear of punishment as a motive in the class-room is used far less than formerly, and emulation is now largely left to its natural and healthful action. This is especially true of the Primary Schools. There are Grammar Schools, too, where neither the fear of punishment nor rank in the class is used as a motive to good conduct and industry. The High Schools are governed mainly by appeals to the good sense of the pupils. The two Latin Schools are prominent examples of the futility of using rank in the class as a motive in the government of schools. In the Girls' Latin School pupils have never been ranked in their classes; it is enough for each pupil to know how good her scholarship is in the several studies and whether or not it is improving. And yet the pupils of this school have always been noted for good conduct and application to study. The Boys' Latin School till within a few years had in operation all the machinery of the rank-list in conduct and scholarship. First it abolished rank in conduct, but kept it in scholarship; then it abolished placing pupils in seats according to rank in scholarship, but kept the rank-list and reported the rank of pupils to their parents or guardians; then it abolished the rank-list. Now a pupil does not know his rank as compared with other members of his class; he only knows his own standing in conduct and in the several studies and whether or not it is improving. This information is communicated to his parents or guardians. It cannot be learned that any ill-effects have been produced by giving up the rank-list. As a consequence of this change it is believed that scholars trained in the Latin School will be broader-minded and better able to meet and cope with the difficulties of college life and after-life.

3. The principles and methods of classifying and promoting pupils have not yet been well established. No plan for classification and promotion is recognized as of such intrinsic value as to secure the approval of the majority of

the principals. At least three distinct plans of classifying pupils, and two distinct plans of promoting them, are found in the Grammar Schools. This is a subject that demands thorough investigation and cannot now be treated as it deserves.

PROMOTION FROM PRIMARY TO GRAMMAR SCHOOLS.

Promotions from class to class in the Primary Schools are made, either annually or semiannually, by the principal of the district which contains the schools. In case of annual promotions, he regularly promotes pupils twice in order to place them in the first class; and in case of semiannual promotions, he promotes pupils five times. The third annual promotion or the sixth semiannual promotion occurs when the pupils are promoted to the Grammar Schools, and is made in January or June by the Committee on Examinations, after an examination with questions prepared and adopted by the Board of Supervisors and approved by the Committee on Examinations. The Committee's decision, whether to promote or not, rests upon the following evidence: (1) The teacher's marks on the year's or half-year's work in the several studies; (2) the teacher's or principal's marks on the examinations; (3) the expressed opinion of teacher and principal whether or not the candidates should be promoted. Nearly all the pupils recommended by principal and teacher have been promoted; and a few others, not recommended, have been promoted on account of being too old to remain longer in the Primary School. This method of promotion seems to be safe, just, and uniform. If the standard set for any examination be too low, it can be raised; or, if too high, it can be lowered; and thus, in time, a suitable standard for all the Primary Schools can be set up.

	February, 1896.	June, 1886.
No. of pupils examined for promotion from Primary to Grammar Schools	723	5166
No. of pupils promoted to graded classes of Grammar Schools . .	702	4979
No. of pupils promoted to ungraded classes of Grammar Schools .	7	129
No. not promoted	14	58

EXAMINATIONS FOR GRAMMAR SCHOOL DIPLOMAS.

After pupils have entered the sixth class of a Grammar School, they are regularly promoted from class to class or from one division of a class to another division of the same class, annually or semiannually, at the option of the principal. Whether or not pupils are promoted and whether they are promoted five times or more before reaching the first class, depend upon the decision of the principal. But when pupils have become regular members and have completed the studies of the first class the decision whether they can receive diplomas of graduation and be allowed to enter the High Schools "clear" or "on probation" is made by the Committee on Examinations. — The following is the evidence upon which they base their decision: (1) The teacher's marks on the year's work in the several studies; (2) the teacher's or principal's marks on the several diploma examinations, the questions for which are prepared by the Board of Supervisors; (3) the principal's estimate of the conduct of the candidates; (4) the opinion of the principal whether or not they deserve diplomas. The evidence is trustworthy, and, in all but a few exceptional cases that need special consideration, is sufficient. This method of awarding diplomas is generally approved as just, equal, and generous. It is believed to be suitable for the "least favored" as well as for the "most favored" schools.

The number of candidates for Grammar School diplomas, in June, 1886	1,843
The number to whom diplomas were granted	1,800
“ “ “ “ refused	43
“ “ certificates of honorable mention were granted	20
The number of graduates allowed to enter the High Schools “ clear ”	1,508
The number of graduates allowed to enter the High Schools “ on probation ”	292

CERTIFICATES OF HONORABLE MENTION.

In view of the facts that some of the pupils to whom diplomas are refused desire and deserve certificates of honorable mention and that the Committee on Examinations grant these as a free-will offering, the Board of Supervisors respectfully recommends that provision be made in the Regulations for granting certificates of honorable mention to all candidates who fail to receive diplomas, provided their conduct has been satisfactory.

SCHOLARSHIP IN ARITHMETIC, AS INDICATED BY THE DIPLOMA EXAMINATIONS.

It has been sometimes affirmed that in consequence of the attention and time given to elementary science, to drawing, and to music, in the Grammar Schools, the essential subjects, like arithmetic, have not been thoroughly studied. In order to help find out whether this is true of arithmetic, the principals of the fifty-one Grammar Schools were requested by the Board of Supervisors to report the number of correct answers to the questions given in the diploma examination in arithmetic. Copies of the papers set for examination, and the per cent. of correct answers to the questions in written, oral, and sight arithmetic, are given below :

Examination for the Grammar School Diploma.

FRIDAY, JUNE 11, 1886.

[DIRECTIONS. Use pen and ink. At the head of the sheet of paper which is to contain your answers, write your name in full, the name of your school, and the subject and *date* of this examination. Place before the answers the same figures or letters that are before the questions. Do not write in the margin. During the examination ask no questions concerning it. If a candidate receive help or communicate during an examination, the mark for that examination will be 6^c.]

ARITHMETIC.—Part I.

Written Arithmetic.

From 9.10 to 10.40, A.M.

N.B. — Give the work.

1. Mr. Henry Blank paid the following bills on May 1: For groceries, \$28.77; for meat, \$15.82; for fish, \$4.63; for gas, \$2.56; for wood and coal, \$16.24; for boots and shoes, \$9.96; for clothes, \$32.18; for newspapers, \$1.25; for books, \$17.39; for house-rent, \$85.75; for furniture, \$58.38; for carpet and matting, \$65.57; for expressage, \$7.69; for land, \$596.50. How much did he pay in all?

2. Mr. Lowell sold 674.8 acres of land for \$114614.78. For how much did he sell it an acre?

3. Messrs. John Alden & Co. took account of stock in their store on January 1, as follows:

21 barrels of flour, at \$6.85 a barrel;
43 bushels of wheat, at \$1.09 a bushel;
156 bushels of oats, at \$0.57 a bushel;
87 bags of meal, at \$1.28 a bag;
9 bushels of barley, at \$0.89 a bushel;
62 bushels of rye, at \$0.73 a bushel.

What was the whole value of their stock?

4. Mrs. Stetson owned three pieces of land. The first piece contained $5\frac{1}{2}$ acres; the second piece, $6\frac{7}{8}$ acres; and the third piece, $10\frac{1}{4}$ acres. She gave to her son $11\frac{1}{2}$ acres of this land. How many acres had she left?

5. Find the compound interest of \$5250. for 2 years, 3 months, and 18 days, at 4 per cent., the interest being compounded annually. Find the simple interest on the same principal, for the same time, at the same rate per cent. How much more is the compound than the simple interest?

6. Solve either (a) or (b):

(a) Of the two shorter sides of a field in the shape of a right triangle, the length of the first side is 536 feet, while the length of the second side is $\frac{3}{4}$ the length of the first side. How many feet long is the third side?

(b) A field lies between and borders on two parallel streets. On one street it is 460 feet long; on the other street it is 600 feet long. The width of the field is 250 feet. How many square feet in the field?

N.B. The answers to the foregoing questions are to be collected at or before 10.40, and must not be returned to the pupils. Recess from 10.40 to 11.

ARITHMETIC. — Part II.

Oral Arithmetic.

[*Directions to the Examiner:* Begin this examination at 11. Read slowly and distinctly each question once or, if need be, twice to the pupils; give them a reasonable time for finding the answer mentally; and require them, at a signal from you, to write it. As soon as the last question has been answered collect the papers, and do not return them to the pupils. Then begin the examination in Sight Arithmetic.]

1. How much did Mary save in four weeks, if she saved in the first week, \$1.10; in the second week, \$0.40; in the third week, \$0.50; and in the fourth week, \$1.25?

2. If I received \$15 for 5 days' work, how many dollars should I receive for 7 days' work?

3. How many feet long is the string of Henry's kite, if $\frac{1}{3}$ of its length is 49 feet?

4. James divided a peck of nuts equally among 16 boys. How many pints of nuts did each boy receive?

5. If Maria spends $\frac{1}{3}$ of a dollar a day, in how many days will she spend 9 dollars?

6. Sixteen and two-thirds per cent. of my money is \$10. How much money have I?

ARITHMETIC. — Part III.**Sight Arithmetic.**

This examination is to begin as soon as Part II. is closed, and is to end at or before 11.40.

Solve these problems without using pen or pencil, and write the answers only:

1. James spent $\frac{1}{5}$ of his money for books, and the remainder for paper. What per cent. of his money did he spend for paper?
2. One yard is nearly equal to .9144 of a meter. To how many kilometers are 10000 yards equal? Write the answer in words.
3. Mr. Carpenter spends \$3 of every \$5 that he earns. He has earned \$100. How many dollars of this has he spent?
4. If $\frac{2}{3}$ of Sarah's age is 8 years and 4 months, how old is she?
5. James bought a half bushel of berries at 10 cents a quart, and sold them so as to gain 25 per cent. on his purchase. How much did he gain on all the berries?
6. How many years will it take \$20 to gain \$20, at 5 per cent. simple interest?

DIPLOMA EXAMINATION IN ARITHMETIC.**PER CENT. OF CORRECT ANSWERS.**

QUESTIONS.	Written Arithmetic.	Oral Arithmetic.	Sight Arithmetic.
1	94	96	98
2	92	98	60
3	92	95	94
4	72	87	91
5	61	90	82
6	77	88	87
Total . . .	82	92	85

The answers of the first three problems in written arithmetic indicate that more than nine-tenths of the candidates for diplomas can add, multiply, and divide with accuracy. The fourth problem shows that seven-tenths of the candidates can solve accurately a problem involving both addition and subtraction of common fractions, and that three-tenths need more practice in such work. The fifth problem, involving both simple and compound interest, was accurately solved by three-fifths of the candidates; and the answers to the sixth problem show that nearly four-fifths of the candidates can find either the third side of a right triangle when two sides are given or the area of a trapezoid. The results in oral arithmetic are excellent; and in sight arithmetic either good or excellent, except in one problem requiring for its solution a knowledge of the metric system. In general the results show good scholarship in written and sight arithmetic and excellent scholarship in oral arithmetic. Although the examination is not hard it tests with sufficient thoroughness the ability of candidates for diplomas to do the essential work in arithmetic with accuracy.

PROBATIONERS IN HIGH SCHOOLS.

The Regulations provide that certain graduates of the Grammar Schools whose scholarship is only passable may "be admitted to the High Schools on probation—the probation to end on or before February 1, only such of the pupils being retained as, in the opinion of the principal, approved by the Board of Supervisors, are able to pursue the course of study with advantage to themselves and without detriment to the school." Principals of High Schools, as a rule, do not approve of turning probationers adrift in the middle of the school-year. Most of these probationers, it is believed, receive some good by remaining till the end of the year and cause no trouble to the school. For this reason

and for others the Board of Supervisors recommends that the expression in the Regulations, "the probation to end on or before February 1," be changed so as to read, "the probation to close at or before the end of the school-year." The Board of Supervisors also recommends that the expression, "in the opinion of the principal, approved by the Board of Supervisors," be changed so as to read, "in the opinion of the principal and of the Board of Supervisors, approved by the Committee on High Schools." It is obvious that the final decision should rest with the Committee on High Schools, to whom the Board of Supervisors should present the facts and the recommendations founded upon these.

Number of pupils who entered the High Schools on probation, in September, 1885	100
Number who left school	14
Number who were allowed to remain in school	82
Number whose probation was closed in February	4

DIPLOMA EXAMINATIONS OF THE NORMAL, LATIN, AND HIGH SCHOOLS.

The usual examinations were given to candidates for diplomas in the Normal School, in the two Latin Schools, in the eight High Schools third-year class, and in the Girls' High School fourth-year class. The Committee on Examinations, basing their decision on the value of the work done during the year, the results of the diploma examinations, the conduct of the candidates, and the recommendations of the several principals, awarded the diplomas.

SCHOOLS.	Number of Candidates for Diplomas.	Number granted Diplomas.	Number refused Diplomas.
Normal	83	83	. . .
Boys' Latin	30	30	. . .
Girls' Latin	7	7	. . .
English High	136	125	11
Girls' High { 4th year	72	69	3
{ 3d year	115	111	4
Charlestown High	48	45	3
Roxbury High	28	27	1
Dorchester High	28	28	. . .
East Boston High	22	22	. . .
West Roxbury High	19	19	. . .
Brighton High	14	14	. . .
Total	602	580	22

EXAMINATIONS FOR ADMISSION TO THE HIGH AND LATIN SCHOOLS.

Examinations for admission to the two Latin Schools were held in June and September, and for admission to the High Schools in September. The questions for these examinations are prepared by the Board of Supervisors and approved by the Committee on Examinations. This Committee decides whether or not the candidates shall be admitted.

	High Schools.	Boys' Latin School.	Girls' Latin School.
No. of candidates examined for admission	29	129	49
No. of candidates admitted	25	109	46
No. of candidates refused admission . .	4	20	3

APPOINTMENT OF TEACHERS ON PROBATION.

It is the duty of two Supervisors, designated by the Superintendent, to visit and report upon every teacher who is appointed on probation. The Board of Supervisors, on the evidence furnished by these reports, decides, near the close of the year's probation, whether or not to recommend for confirmation, and, in case of unsatisfactory teachers, whether or not to recommend an extension of probation.

Number of teachers appointed on probation from Sept. 1, 1885, to Sept. 1, 1886	93
Number of teachers whose term of probation regularly expired in that year	90
Number of the latter who were regularly recommended and confirmed	86
Number who resigned	2
Number whose probation was extended and who were afterwards confirmed	2

Of four others whose term of probation had been extended into this year from the previous year, 1 resigned, 1 was discontinued, and 2 were confirmed.

EXAMINATIONS FOR CERTIFICATES OF QUALIFICATION.

The whole number of candidates to whom certificates of qualification were granted within the year closing Sept. 1,

1886, was 255. These were distributed as follows: First-grade candidates, 23; second-grade, 17; third-grade, 16; fourth-grade, 120,—83 of these being graduates of the Normal School; special-grade, 79,—62 of these being candidates for certificates to teach sewing, and 10 to teach drawing.

A regular examination of candidates for certificates of qualification was held in August 25, 26, and 27, 1885, in the summer vacation; but the results of that examination were not collected and certificates were not granted till the following September. The detailed results of the examination are here given:

	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Special Grade.	Total.
Whole number of candidates	29	21	23	41	7	121
Number who withdrew from the examination . . . . .	.....	.....	.....	1	.....	1
Number to whom certificates were granted	23	13	15	31	6	88
Number to whom certificates were not granted	6	8	8	9	1	32
Number who, having been refused certificates for which they had applied, were granted lower certificates	4	3	3	.....	.....	10
Whole number to whom certificates were granted	23	17	15	37	6	98
Number of these who had held certificates of a lower grade	2	1	6	.....	.....	9
Number to whom certificates were granted for the first time	21	16	9	37	6	89

The special examinations held during the year were all for the purpose of granting special-grade certificates. This fact indicates that those who have received certificates of qualification based on the results of the general examination held in August, and those who have graduated from the Normal School, furnish a sufficient supply of well-qualified teachers for filling the vacancies in the schools. At the special

examinations one received a certificate to teach hygiene, one to teach deaf-mutes in the Horace Mann School, ten to teach drawing, and sixty-two to teach sewing. The Director of Drawing examined the candidates in drawing and reported the results of this examination to the Board of Supervisors.

In October, 1885, a special examination in sewing was held. It was open to all applicants for positions as teachers of sewing. Miss Crocker, who conducted the examination, endeavored to find out (1) the candidates' general and special skill in sewing; (2) their aptness and skill in teaching. For these purposes she gave them an opportunity to bring to the examination samples of finished work, and to show in her presence what kinds of work they could do and how skilfully they could do it. The following directions were given them, and they were required to answer, in writing, the questions printed below :

Examination for Certificates of Qualification to Teach Sewing.

BOSTON, OCTOBER, 1885.

Directions to Candidates.

1. On the envelope, lying on your desk, write your name *in full*, and your post-office address.
2. Place in the envelope (1) your certificate of good moral character; (2) your certificate of health from a physician; (3) whatever testimonials you wish to present.
3. At the head of the sheet of paper used in answering the questions, write (1) your name and (2) your age.
4. Place before your answers the same figures and letters that are before the questions.

Questions to be Answered.

1. What experience have you had as a teacher of sewing?
2. Describe a first lesson with beginners in sewing, indicating —
What directions you would give to the class as a whole (a) in regard to the posture of the body while sewing; (b) in regard to the

manner of holding the work, and (c) of using the needle; also (d) what stitch you would teach first; and (e) what kind of work you would choose for a first lesson.

3. Name (a) the different stitches included in plain needle-work, in the order that you would teach them, and (b) the variety of work needed for progressive teaching.

4. Fitting and basting the work: (a) What should the teacher do, and when should she do it? (b) What should the pupils be taught to do for themselves?

5. Write whatever you consider important on the following points:

(a) Adaptation of needle and thread to material in use.

(b) Neatness of finish.

(c) Making button-holes and sewing on buttons.

(d) Mending, patching, and darning.

(e) How to keep up interest in the class, and how to secure the coöperation of parents.

(f) The good training that children get in learning to sew.

6. Write, as fully as you can, on any other points that occur to you in connection with instruction in sewing.

The following are the results of the examination:

Number of candidates present	78
“ who withdrew from the examination	2
“ “ did not complete the examination	1
“ to whom certificates were refused	13
“ to whom certificates were granted	62

The supply of certificated teachers of sewing is now large enough, and need not be increased for some years to come.

GRADUATES OF THE NORMAL SCHOOL.

Eighty-three pupils were graduated from the Normal School last June, and, having been granted fourth-grade certificates of qualification, are now eligible for positions as teachers in Primary, Grammar, and Evening Elementary

Schools. During the fourteen years that the Normal School has existed, 828 pupils have graduated therefrom to become teachers :

Number of graduates in —					
1873	52	1880	43		
1874	54	1881	38		
1875	58	1882	58		
1876	61	1883	67		
1877	65	1884	56		
1878	58	1885	84		
1879	51	1886	83		

Most of these graduates have taught in the public schools of this city, and many of them are now teaching here. They have practically proved that the Normal School is worth to the city all that it has cost, and that what seemed to some citizens an act of generosity in establishing the school was really an act of wise economy. The training received during a four years' course of High School instruction which most of the pupils of the Normal School have received is an excellent preparation for the work that is to follow ; and there is no doubt that the one year's training which the Normal School gives is of great use apart from its professional value, and is at least equivalent to one year's experience in teaching.

It does not follow that the graduates from this school do not need the training that experience in governing and in teaching gives ; they need it, but they make use of it the more readily and intelligently because they have learned the principles that underlie good government and instruction. It is true that, as a rule, principals hesitate to employ, as substitutes and teachers, graduates of the Normal School who have had little or no experience in teaching. But if more help were given to these at the outset, and if they felt that

the strong hand of the principal was always near to support them, they would sooner be able to "conquer the situation." As the chief source of supply of substitutes must be recent graduates of the Normal School, and as many of these must sooner or later be appointed to permanent places in the schools, it is the part of expediency, if not of duty, to help these until they can find "a place where to stand."

Although the supply of graduates from the Normal School has decidedly increased in the last two years, it does not seem to have been too great for the demand. In 1885 fifty-two graduates, after a year's probation, were confirmed as regular teachers, and forty-eight were appointed on probation. Others taught in the evening schools, and served as temporary teachers, substitutes, and special assistants in the day schools.

In 1882 the number that graduated was three less than the number that had entered; in 1883, four less; in 1884, ten less; in 1885, twelve less; and in 1886, sixteen less. Notwithstanding the caution exercised in admitting, retaining, and graduating pupils, a few probably receive certificates whom nature never intended to be teachers. It is very difficult to set up a just standard of graduation; for it is true that scholarship which is only passable may be offset by good sense, sympathy, tact, and what is expressed in New England by the term *faculty*; while excellent scholarship may be unaccompanied by some of the very qualities that make scholarship "tell" in the class-room and that enable its possessor to "keep school."

Before graduation the pupils have, under the observation of their instructors and in the presence of the regular teacher, some opportunity of applying the principles which they have learned and of showing their skill in teaching. But the real test of their ability occurs after graduation, when the responsibility of teaching and governing a class falls upon them. It would be for the interests of the schools if a more

accurate and discriminating statement of the successes and failures of these graduates were made in the monthly reports of the principals. The record of the opinions expressed by the principals, which is now kept at the rooms of the School Committee, is of some use to one who is searching for a substitute or a teacher ; but it might be easily made of more use. It might show a series of successes wherever the substitute has taught ; it might indicate a series of failures in a boys' school or a Grammar School, and a series of successes in a girls' school or a Primary School ; it might show improvement as experience increased, and special qualities or special skill that were an offset for specified deficiencies ; it might show repeated failures in all positions and a dearth of qualities that give promise of improvement. Such a record would be helpful to the School Committee, to the principals, and to the graduates of the Normal School. It would give such information as would lead to the appointment of the best teachers, and as would cause the others to remain in the service as substitutes until they had proved that they were either worthy or unworthy of appointment. Until the evidence of unfitness to teach is conclusive, poor substitutes will continue to be employed, and the Board of Supervisors cannot perform its duty of striking the names of incompetent candidates from the list of available teachers.

THE SUPPLY OF CERTIFICATED TEACHERS.

At the examination held on August 24, 25, and 26, 1886, ninety-seven candidates presented themselves. Twenty of these were first-grade candidates ; twenty-one, second-grade ; thirteen, third-grade ; thirty-eight, fourth-grade ; and five, special-grade. It is believed that the supply of certificated teachers will be large enough for filling all vacancies that are likely to occur in the coming school-year among the regular teachers.

	Normal School.	Latin Schools.	High Schools.	Gram- mar and Primary Schools.	Horace Mann School.	Total.
No. of teachers who resigned from Sept. 1, 1885, to Sept. 1, 1886 . . . . .	.....	1	5	43	1	50
No. of teachers who died from Sept. 1, 1885, to Sept. 1, 1886 . . . . .	.....	.....	.....	4	.....	4
No. of teachers appointed on proba- tion	1	2	13	76	1	93

The number of appointments of day teachers on probation for the coming year will not be far from one hundred; and to meet this demand, and also the demand for temporary teachers, substitutes, and special assistants in day schools, and for teachers in the evening schools, there will be a supply of five hundred or more. The supply of experienced and successful teachers to serve as substitutes in "hard places" is never large enough to meet the demand, chiefly because the pay of substitutes is too small to induce teachers who have permanent places elsewhere to come to Boston. A way out of this difficulty may be possibly found by adopting a plan which would help both day and evening schools, and which was contained in a report on the Comins Evening School, submitted to the Committee on Evening Schools in April, 1885. It was recommended to unite two kinds of service — special substitute service and evening service — and to attach to this twofold service a salary large enough to induce good teachers to enter and *remain* in it.

In closing this report of the tenth year of its service the Board of Supervisors is reminded of the death of its first chairman, the veteran educator, Dr. John D. Philbrick. It was partly through his influence that the School Board was reorganized in 1876, and that the Board of Supervisors was established. Those who are left of the original members of the Board vividly recall the interest he took in all the details

of school organization and management and in the objects and methods of school supervision. The intense earnestness with which he held his convictions and the frankness and courage with which he avowed them, showed that he had arrived, after long and wide observation and thorough investigation, at conclusions that seemed to him to be founded on a rock. As an organizer he has left his impress on the Boston schools — an impress that time cannot efface.

Respectfully submitted,

ELLIS PETERSON,
For the Board of Supervisors.

Before this report was presented to the School Committee the death of Miss Crocker occurred. The Board of Supervisors, therefore, voted that the following brief memorial of her, which had been prepared and adopted as an expression of the great loss and sorrow her death had occasioned, should be added to the report :

In Memory of Miss Lucretia Crocker, a Member of the Board of Supervisors, from April 1, 1876, to October 9, 1886.

The death of Miss Crocker has left vacant a place at this Board which she had filled for more than ten years. As we begin to realize, with unspeakable sadness, that she has gone from us never to return, we would — as members of this Board — recall and record our many obligations to her, and would endeavor to describe those qualities of mind and heart that made her life one of high purposes and of incessant activity, and fruitful in good words and deeds.

We recall her strong and abiding faith in the public schools, and her sympathy with every effort, whether public or private, to enlighten and educate the people and to add strength and grace to the weak and wandering.

We recall her devotion to duty, her self-sacrifice, her readiness in season and out of season to work for others and to help teachers and pupils with sympathy, encouragement, and advice.

We recall her great ability to perform the various and arduous duties of Supervisor ; her naturally strong and carefully trained intellect—keen, discriminating, and ready ; her scholarly attainments and fine taste ; her intuitive perception of effects and causes, of ends and means in education ; the high standard of excellence she always presented to teachers and pupils ; and the reforming influence of her life and character.

Nor should we fail to mention that, among the ripened fruits of her life, are her plans for training the young to observe nature and to study the elements of science and geography—plans that will benefit generations of pupils long after her name shall have ceased to be associated with them.

In bringing this brief memorial of Miss Crocker to a close, we recall her presence at this Board ; her dignity and modesty of manner ; her clear, pertinent, and graceful speech ; her vigorous support of what she believed to be right ; her gentleness and charity in passing judgment upon others ; and her warm interest in every question that concerned the good of the schools. Although she shunned publicity and concealed the extent and quality of her work from the many, she could not prevent us from knowing its real worth.

Great, indeed, is our loss ; but greater is the loss of teachers and pupils. To them we offer our sympathy. May God bless her sister and aged mother and lighten the burden of their great sorrow !

ANNUAL SCHOOL FESTIVAL.

1886.

ANNUAL SCHOOL FESTIVAL, 1886.

THE Annual School Festival, in honor of the graduates of the public schools, was held on the afternoon of Saturday, July 3, in the Massachusetts Charitable Mechanics' building, Huntington avenue, under the direction of the Committee on the School Board, appointed for the purpose, consisting of Messrs. William C. Williamson (chairman); Joseph D. Fallon, Hon. Charles T. Gallagher, Messrs. James S. Murphy, and Bordman Hall.

Invitations were extended, as usual, to His Excellency the Governor, His Honor the Mayor, the City Council, School Committee, heads of departments, and to the teachers of the public schools, and the parents of the graduates.

The occasion was honored by the presence of His Honor the Mayor, members of the School Committee, and other distinguished officials and citizens.

The bouquets provided for the graduates were tastefully arranged on the stage. In the centre was a large pyramid of bouquets, and on either side were huge banks of flowers of every hue. The bouquets, 2,200 in number, were furnished by the following florists: James Delay, John Gormley & Son, Norton Bros., John Mooney, Twombly & Sons, J. P. Newman & Sons, J. P. Clark, and M. B. Bunker.

The scholars were marshalled to their places under the direction of Colonel Samuel Harrington, master of the Eliot School.

The Boston Cadet Band furnished the music for the occasion. The collations for the committee and pupils were furnished by the well-known caterer, Mr. William Tufts.

The 2,200 graduates of all the public schools filled the entire first balcony, and about 400 of them were accommodated with the front seats on the floor.

The chairman of the Special Committee, Mr. William C. Williamson, delivered the opening address:—

REMARKS OF WILLIAM C. WILLIAMSON, ESQ.

Mr. Mayor and Graduates, and Ladies and Gentlemen:—The City Government of Boston, in the exercise of a wise economy in the administration of its finances, has recently intimated to the School Committee, in somewhat emphatic terms, that they are expected to be very careful in their expenditure of the public money. Desiring to comply with this suggestion, the committee appointed to take charge of the annual festival has taken into serious consideration the expediency of discontinuing it. At first not a few of our associates in the Board were of the opinion that, for the present year; at least, it had better be dispensed with. It was said by these that it was an expensive luxury in the programme of the year; that it was a burden and fatigue to both teachers and pupils, and that it had no compensating advantages. After much deliberation, and no little gratuitous advice and assistance, the committee came to the unanimous decision that, while it was its duty to take every measure to reduce the increasing expenses of our schools, it would be neither wise nor judicious to omit this time-honored celebration. Yet, my friends,—graduates of the present year, teachers, and parents,—if we believed that this festival signified to you and to us nothing beyond a brief hour or two of pleasure we could not feel justified in holding it.

It is not in the feast and the flowers ; it is not in the music and the banners ; it is not even in the spectacle of this bright array of shining faces which encircles this great hall like a fresh and lovely garland of spring, that we shall find sufficient reason for it. We must gain something better from our festival than this. We must take home a lesson from the occasion, even though we mingle with the joy of our greeting something of the seriousness of farewell.

Much the larger number of you, graduates of this year, have now ended your education so far as books and teachers can accomplish it. Only a few of you will have the inestimable privilege of a farther advance into broader and grander fields of learning. But all of you are standing at the threshold of that door which lightly opens from childhood into womanhood and manhood. You have contended these many years in the arena of the class-room to little purpose if you have not become convinced of this fact, — that nothing whatever can be accomplished in life without patience and industry, and a fixed plan and purpose. I wish to impress this truth upon you. There are men and women of genius who apparently, without premeditation and without effort, have achieved great and dazzling results in every branch of human enterprise. These are exceptional cases. You must not be misled by these. Whatever your sphere of life is to be in the future, however lofty, however lowly, nothing whatever can be well done without intelligent and persistent work.

No doubt most of you are rejoicing to-day in the thought that you are henceforth emancipated from the thralldom of school, and that you have become free and independent citizens. I suppose you feel somewhat as did the patriotic Americans when they heard of the passage, by Congress, of that memorable Declaration of Independence, of which we shall celebrate the one hundred and tenth anniversary to-morrow. But let me remind you that the Declaration of Independence was but the beginning of a severe conflict and struggle, and you know from history how many weary years elapsed before freedom was actually gained, and the Declaration became a glorious reality. This is an hour for good declarations and resolutions, and I ask you to pass two or three, and record them on the tablet of memory. Remember these, even though

you fail to remember the names of the kings and queens of England, or the date of the discovery of America. In the first place I want you to agree that you will never forget the pride and pleasure which we all take in meeting you here to-day as the representatives of the work done in our schools, and that wherever you live you will never fail in your love and loyalty of our beloved City of Boston, whose children you are. That you will never fail in gratitude toward your teachers, whose labors for your welfare have been so constant, and at times so little appreciated. Finally, that you will be faithful and loyal to yourselves. You must never lose sight of the lofty ambition, the noble impulses, the pure and unselfish aims which it is the object of our school education to inculcate, which appeal so easily to the heart of youth, but are in after-life so often forgotten, ignored, disregarded, or despised.

With these good resolves in your mind, receive from us the greeting and the benediction of this happy hour.

I now have the pleasure of introducing to you His Honor Mayor O'Brien.

REMARKS OF HIS HONOR MAYOR O'BRIEN.

My dear Children:—The City of Boston is a large, prosperous, and wealthy corporation, and I can see no reason in the future that would ever induce it to give up this time-honored festival. It is only the abuses that we want to clip off. This festival I look upon as one of the necessities of the city. When I had the pleasure to preside over your annual festival last year, I thought it would be the last time the Mayor would fill that position, because the new charter has severed the close relations between the Mayor and the School Board. Through the courtesy of your committee I rejoice that I am again present, filling the old position, and looking at your pleasant, happy faces. I cannot but feel that the future hope of our city rests to a great extent with you, the graduates and scholars of our public schools. I hope that the custom inaugurated to-day will be perpetuated, that each succeeding Mayor will be called upon to be present on this occasion, certainly the most pleasing and delightful event of the year. To form a true conception of the great work accomplished by our school system, he should not fail to attend, as your presence is a convincing argument that the com-

ing generation is not inferior to the generations of the past. It is gratifying to know that the interest in our public schools is increasing every year. School associations recalling the memories of days gone by have become quite numerous. It was only a few weeks ago when the "Old School-Boys" had their celebration at Nantucket. They were gay old boys with bald heads and gray beards, but for the time being full of the vigor of youth, and proud in the recollection that they were Boston school-boys of fifty years and upward. It was refreshing to see these venerable fathers and grandfathers throw off all restraint and salute each other as Bill and Joe, Tom, Dick, and Harry of years ago, showing conclusively that no memories were so lastingly and so favorably impressed upon the mind and heart as school memories and school associates.

Fifty years ago! What a wonderful change has taken place in this city during that time, and how much we are indebted to these old school-boys for bringing it about! In 1830 the population of the city was 61,392, and we now have upward of 60,000 scholars in our public schools. The valuation of Boston in 1830 was \$60,698,200, and we now have a valuation of upward of \$700,000,000. We have increased in population about seven-fold, and we have increased in wealth about twelve-fold. This is a remarkable record; and it is, to a great extent, due to the education planted by our public schools. They laid the foundation, and it has been successfully built upon, until Boston to-day is one of the most prosperous cities in the country. We do not, however, pride ourselves so much on our large increase in wealth and population as in the integrity of our business men, the high standing of our professional men, and the intelligence and culture of our citizens. We are now expending more for public education than any city in the world, and the results, I am happy to say, are gratifying.

My dear children, when you are old school-boys, fifty years hence, and recall the memory of this day, will the record be as remarkable? You have had greater advantages than the present old school-boys, and it depends on your application, your perseverance, your enterprise, and your integrity to make as good a record. The figures are wonderful to look at, almost beyond our conception, but who will say that they will not be reached? If

we increase in population seven-fold during the next fifty years, Boston will then be a city of about 2,750,000 inhabitants; if we increase in wealth twelve-fold, Boston will then be a city with a valuation of \$8,400,000,000; if we increase in intelligence and culture, Boston will continue to stand, as she now does, the foremost city of the world.

If there is one thing, however, more than another, that I would impress upon you, regardless of wealth, regardless of culture, it is to remember the virtue and integrity, the love of country, and the love of Boston that inspired your ancestors. If, in this respect, you keep up to their standard, Boston fifty years hence will have reason to rejoice in the record you have made. You should emulate the virtue, the patriotism, the love of liberty of your ancestors, for in this respect no children ever had a richer inheritance.

The Hon. Timothy J. Dacey, President of the School Committee, was introduced, and spoke as follows: —

REMARKS OF HON. TIMOTHY J. DACEY.

Mr. Mayor, and Graduates of the Boston Public Schools, Ladies and Gentlemen: — I am called upon, as you see, because I have the honor to preside over the deliberations of the School Board of this city. However much or however little this might warrant the courtesy of the chairman of the Festival Committee, yet I do not feel justified, after the excellent speeches that you have heard, particularly when I know how anxious you are for what is to you, and justly so, the most pleasing part of this ceremony, in keeping you any longer from coming up here and receiving from the hands of His Honor the Mayor these beautiful, fresh flowers, which will look more beautiful and fresh when placed in your hands. It is not altogether unselfishness, allow me to say, that brings me to this conclusion; for to me it is also the most pleasant part of the exercises. I do want to say one word, however, before closing. I want you graduates not only to remember, as Mr. Williamson has said, your teachers, who have labored so hard for you, and who, as he says, are not appreciated as much as they should be.

Remember not only their labors for you, but remember also the good teachings. Remember always that you are Boston's pride, Boston's hope, Boston's strength, — that she has the same affection for you as the mother has for her child, as you are Boston's children. She expects to see in each of you, in the truest and highest sense, represented the full benefit of a public-school education. Allow me to say that, on behalf of the School Board of the City of Boston, I extend to you their congratulations and their best wishes, and I want you to take with them my own.

At the conclusion of the addresses, the graduates took up the line of march across the front part of the platform, in full view of the audience, the leading scholar of each school bearing a banner with the name of the school inscribed upon it, so that each school's pupils might be known by the audience. At the close of the distribution of bouquets, a collation was served to the committee and invited guests, and to the graduates. The floor was then cleared, and the rest of the afternoon spent in dancing and promenading.

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FRANKLIN MEDALS,
LAWRENCE PRIZES
AND
DIPLOMAS OF GRADUATION.
1886.

FRANKLIN MEDALS, 1886.

LATIN SCHOOL.

John H. Boynton,
Harry E. Burton,
Robert C. Johnson,
George V. Leahy,

Clement G. Morgan,
Arthur H. Pingree,
Clifford G. Twombly,
George L. West.

ENGLISH HIGH SCHOOL.

Harry H. Wood,
Edward W. Capen,
Frederic C. Rising,
Harry M. Goodwin,
William G. Howard,
Charles Hayden,
J. Albert Jackson,

Walter H. Seaver,
Allen H. Rogers,
Walter S. Barker,
William Mossman,
Abraham K. Cohen,
Barnard Capen, Jr.,
Frank D. Chester.

LAWRENCE PRIZES, 1886.

LATIN SCHOOL.

FOR EXCELLENCE IN CLASSICS. — George V. Leahy, Loring B. Mullen, William F. Harris, Larkin G. Thorndike, Frederick G. Jackson, Willis W. Stover, Orlow B. Peckham, Joseph G. Bartlett, Macy M. Skinner, Evan W. D. Merrill, Charles S. French.

FOR EXCELLENCE IN MODERN STUDIES. — John H. Boynton, Arthur E. Burr, Eugene A. Reed, Elias Grossman, Frederick S. J. Stearns, Henry O. Marcy, William H. Furber, George W. Tower, Charles F. Malley, Frank W. Bigelow, Arthur A. W. Boardman.

DECLAMATION. — *First Prize* — Clement G. Morgan. *Second Prizes* — Harry E. Burton, Francis E. Park. *Third Prizes* — George V. Leahy, Hadley G. Fuller, Alfred A. Clatur.

READING. — *First Prize* — George V. Leahy. *Second Prizes* — Frederick W. Alexander, Francis E. Park. *Third Prizes* — Clement G. Morgan, Alfred A. Clatur.

EXEMPLARY CONDUCT AND PUNCTUALITY. — George V. Leahy, Macy M. Skinner, Harry E. Burton, Frederick S. Jackson, Henry O. Marcy, George C. Fiske, Larkin G. Thorndike, Percy H. Thomas, George B. Wilson, Percy L. Atherton, Frank B. Gallivan, Clifford G. Twombly.

EXEMPLARY CONDUCT AND FIDELITY. — Joseph E. Rourke, George D. Leavitt, Bernard M. Allen, Will O. Hersey, Jerome J. Pastene, Harris P. Mosher, Henry C. Rowan, Thomas F. Currier, Parker W. Whittemore, Frederick S. Snow, James A. Quinn.

FOR ORIGINAL WRITTEN EXERCISES.

Essay in Latin. — Harry E. Burton.

English Poem. — John H. Boynton.

English Essay. — (Second Prize) — Frank E. Soles.

Poetical Translation from Virgil. — Lewis G. Parke.

FOR TRANSLATIONS AT SIGHT INTO

Greek. — (First Class) — *Second Prize* — George V. Leahy, (Second Class) — David E. Atwood.

Latin. — (First Class) — Clifford G. Twombly. (Second Class) — David L. Atwood.

French. — (First Class) — *Second Prize* — Harry E. Burton. (Second Class) — John T. G. Coyle.

FOR TRANSLATIONS AT SIGHT FROM

Greek. — (First Class) — George V. Leahy. (Second Class) — Lewis G. Parke.

Latin. — (First Class) — Harry E. Burton. (Second Class) — Charles F. Belknap.

French. — (First Class) — Clifford G. Twombly. (Second Class) — Loring B. Mullen.

FOR WRITTEN EXAMINATIONS.

Latin. — (Third Class) — William F. Harris, Elias Grossman. (Fourth Class) — Irvin M. Conness, Frederick A. Hortter. (Fifth Class) — James H. Hickey, Joseph G. Bartlett, George C. Fiske. Sixth Class — Evan W. D. Merrill, Charles S. French.

English. — John H. Boynton.

Roman History. — (Second Prize) — Loring B. Mullen.

Geometry. — George V. Leahy.

Algebra. — Herman T. Baldwin, Arthur E. Burr.

Arithmetic. — John A. McCauley.

Physics. — John H. Boynton.

Penmanship. — Arthur W. Weyssse.

FOR MILITARY DRILL.

- (1.) *First Prizes*. — Co. E, Capt. Joseph E. Rourke; 1st Lieut. Franklin L. Codman; 2d Lieut. John H. Boynton. *Second Prizes*. — Co. A, Capt. Robert C. Johnson; 1st Lieut. Thomas S. Woods; 2d Lieut. William A. Quinn.
- (2.) *Special Prizes*. — Co. F, Capt. Andrew M. Morton; 1st Lieut. Francis E. Burke; 2d Lieut. Charles T. Donnelly.
- (3.) *First Prize*. — 1st Sergeant Paul Spicer, Co. A. *Second Prize*. — 2d Sergeant George H. Leonard, Co. C.

ENGLISH HIGH SCHOOL.

- ESSAYS. — *Graduating Class Prizes* — (Second Prizes) — Harry H. Wood, Edward W. Capen.
- DECLAMATION. — *Special Prize* — (First Class) — Walter Littlefield. *First Prize* — (First Class) — Harry M. Goodwin. *Second Prizes* — (First Class) — William G. Howard. (Second Class) — George D. Weston, Meriam Bruce.
- FOR READING ALOUD. — *First Prizes* — (First Class) — Joseph H. Barnes, Jr. — (Second Class) — Arthur Kelso. *Second Prizes* — (First Class) — Edward W. Capen, William G. Howard. (Third Class) — J. Walter Smith, George F. Powers.

FOR TRANSLATION OF GERMAN AT SIGHT.

- First Prizes* — (First Class) — William G. Howard, Conrad F. Meyer.
- Second Prizes* — (First Class) — Harry H. Wood, Jacob Land.

FOR TRANSLATION OF FRENCH AT SIGHT.

- Second Prizes* — (Second Class) — Harry C. Bradley, M. J. Donovan.

FOR ORIGINAL DEMONSTRATIONS IN GEOMETRY.

- First Prizes* — (First Class) — Frederick C. Rising. (Second Class) — Harry C. Bradley. *Second Prizes* — (First Class) — Harry H. Wood, Edward W. Capen. (Second Class) — Arthur E. Pearson.

FOR EXAMINATION IN ALGEBRA.

- First Prizes* — (Third Class) — C. F. Wallace, S. M. Ballou. *Second Prizes* — (Third Class) — E. B. Miles, W. H. Lawrence.

NOTE. — (1.) First and second prizes to the two best-drilled companies in the battalion. (2.) Special prizes to the best-drilled company of the three lowest companies in the battalion, provided such company has not taken either of the regular prizes. (3.) A first and a second prize to the individuals who exhibit the greatest proficiency in the manual of arms.

FOR DEPORTMENT AND SCHOLARSHIP.

First Class. — C. B. Hall, N. G. Stanley, J. H. Barnes, Jr., F. H. Richards, A. T. Reed, C. C. Babb, E. S. Mitchell.

Second Class. — H. E. Bradley, A. E. Pearson, E. F. Smith, F. E. Poole, C. N. Stowe, C. H. Innes, M. J. Donovan, C. W. McGuire, A. B. Smith, W. P. Bryant, T. F. Patterson, Jr., H. W. Drummond, R. M. Lovett, H. Manning, J. F. Rollins, J. Dennett, Jr.

Third Class. — R. W. Boynton, W. J. Johnson, W. H. Lawrence, C. F. Wallace, S. M. Ballou, T. A. Murray, F. M. Ridler, R. C. Larrabee, T. C. Wales, Jr., H. H. Hough, A. Wolfson, H. D. Shute, H. F. Sawyer, C. H. Cole, Jr., S. Tappan, F. E. P. Levi, J. W. Smith.

FOR DEPORTMENT AND FIDELITY.

First Class. — H. B. Hodgate, F. E. Harwood, W. F. O'Hare, W. A. Johnston, J. G. Thompson.

Second Class. — E. W. Clarke, J. M. Lane, C. Wing, C. S. Greene, E. S. Butterfield.

Third Class. — W. T. Barnes, C. Corey, J. B. Faxon, A. French, E. B. Ladd, C. A. E. Long, E. B. Miles, C. F. Palmer.

DIPLOMAS OF GRADUATION, 1886.

NORMAL SCHOOL.

Lena A. Aechtler,
Emily J. Allen,
Bertha B. Barnes,
Elizabeth M. Blackburn,
Mary A. Brennan,
Kate T. Brooks,
Katharine A. Burns,
Jennie G. Carmichael,
Susie J. Clough,
Emma F. Cogan,
Rose E. Conaty,
Mary E. Connor,
Bertha F. Cudworth,
Catharine J. Cunningham,
Margaret Cunningham,
Elinor F. Decatur,
Lottie S. De Wolfe,
Inez Drake,
Caroline J. Duff,
Lena LeV. Dutton,
Lizzie C. Estey,
Clara E. Fairbanks,
Ellen M. Farrell,
Lucy G. Flusk,
Marguerite J. Flynn,
Jessie C. Fraser,
Grace J. Freeman,
Gertrude Halladay,
May M. Ham,
Martha S. Harding,
Kate F. Hobart,
Edith M. Hobbs,
Leslie D. Hooper,
Mary E. Howard,
Kate A. Howe,
Ellen L. Kelley,
Mary E. Kelly,
Matilda J. Kennemon,
Winifred L. Kinsley,

Anna E. Lanning,
Martha A. Lovely,
Lottie B. Lucas,
Catherine E. McDonald,
Emma L. McDonald,
Ellen A. McMahon,
Katharine A. McMahon,
Mary A. Merritt,
Anna G. Molloy,
Helen J. Morris,
Ruphine A. Morris,
Elizabeth C. Muldoon,
Isabella J. Murray,
Margaret A. Nichols,
Mary E. O'Brien,
Mary F. O'Brien,
Margaret C. O'Hearn,
Mary A. O'Hearn,
Mary E. O'Leary,
Florence M. Perry,
Florence E. Phillips,
Nellie M. Porter,
Mary A. Riordan,
Genevieve C. Roach,
Olive J. Sawyer,
Lizzie Simpson,
C. Florence Smith,
Etta M. Smith,
Harriet L. Smith,
Elisabeth L. B. Stearns,
Mary E. Sullivan,
Edith H. Sumner,
Katharine A. Sweeney,
Abby M. Thompson,
Myra F. Towle,
M. Ella Tuttle,
Caroline M. Walsh,
Minnie E. Ward,
Mabel L. Warner,
Ann L. Washburn,

Annie M. Wilson,
Mabelle F. A. Woodbury,
Etta Yerdon,
Frances Zirngiebel.

BOYS' LATIN SCHOOL.

Ellis Atkinson,
Francis W. Bacon,
John H. Boynton,
Francis E. Burke,
Harry E. Burton,
Franklin L. Codman,
Alfred P. Emmons,
Hadley G. Fuller,
Francis J. Hart,
Robert Job,
Robert C. Johnson,
George V. Leahy,
John W. T. Leonard,
Frank W. Maley,
Clement G. Morgan,
Almon G. Morse,
Andrew M. Morton,
John T. Mullen,
Calvin G. Page,
Philip S. Parker,
Arthur H. Pingree,
William A. Quinn,
Joseph E. Rourke,
Vernon V. Skinner,
Charles H. Taylor,
Clifford G. Twombly,
Joseph Vila,
Richard D. Ware,
George L. West,
Thomas S. Woods.

GIRLS' LATIN SCHOOL.

Sarah L. Bird,
Sarah M. Bock,
Mabel G. Curtis,
Annie M. Linscott,
Edith R. Lynch,
Etta R. Parker,
Katharine K. Wheeler.

BRIGHTON HIGH SCHOOL.

Boys.

Harry E. Carson,
John E. Hannigan,
Eugene A. Loomis,
George A. Peck.

Girls.

Lucy L. C. Bigelow,
Etta S. Boynton,
Inez G. Gray,
Margaret C. Hunt,
Nellie L. Munroe,
Margaret J. Patterson,
Agnes F. Ricker,
Alice S. Roach,
Carrie C. Rollins,
Lucy E. Slayton.

CHARLESTOWN HIGH SCHOOL.

Boys.

Edward E. Allen,
Charles O. Bourne,
Daniel W. Brintnall,
Harry E. Cormier,
Fred W. Dennett,
George L. Gilmore,
Fred L. Harris,
Robert B. Loring,
Harry C. Rodman,
Oscar F. Sager,
Calvin Sargent,
Charles E. Starks.

Girls.

Emma J. Bennett,
Fannie L. Chapin,
Addie F. Cleary,
Eleanor J. Denvir,
Edna M. De Wolf,
Nora F. Gillooly,
Abby G. Grandison,
Theresa E. Hayes,
May A. Keane,

Abbie E. Lerner,
 Esther F. McDermott,
 Lilly Miller,
 Florence I. Morse,
 Jessie Mugridge,
 Lela C. Murdock,
 Lucy F. Murphy,
 Gertrude E. Parker,
 Theresa G. Power,
 Mary J. Riley,
 Annie C. Sanborn,
 Alice M. Shaw,
 Nellie I. Simpson,
 Bertha M. Smith,
 Emma R. Smith,
 Isabel A. Smith,
 Lilla F. Stickney,
 E. Laura Tilden,
 Blanche Titus,
 Addie M. Turner,
 Nellie L. P. Uihlein,
 Mary L. Wells,
 Nellie J. Williams,
 Edith G. Willis.

DORCHESTER HIGH SCHOOL.

Boys.

Charles W. Card,
 James H. Farrell,
 Henry W. Fenno,
 Karl H. Hyde,
 Owen J. McLaughlin,
 William C. Pope,
 John D. Shepard,
 Arthur P. Stone.

Girls.

Mary D. Chandler,
 Blanche L. Clay,
 Edith Clay,
 Mary G. Dewick,
 Feroline W. Fox,
 Nora C. Hannan,
 M. Agnes Hosmer,
 Mary H. Jewett,
 Cora B. Lapham,

Nora F. Malley,
 Emma L. Mallock,
 Edith M. Martine,
 Fannie L. Monroe,
 Alice M. Newton,
 Grace S. Nichols,
 Carrie D. Phipps,
 Alice M. Preston,
 Gertrude L. Thayer,
 Maria E. Tice,
 Julia A. Whaland.

EAST BOSTON HIGH SCHOOL.

Boys.

Horace E. Bragdon,
 George W. Fitch,
 Walter E. French,
 Thomas W. Holmes,
 Alfred H. Jenkins,
 Charles E. Knight,
 Percy E. Manning,
 John McCloskey,
 William E. Plummer,
 Edward W. Swan,
 Clarence Tucker,
 John Watson, jr.,
 Herbert G. Woodbury.

Girls.

M. Alice Aikin,
 Maggie D. Barr,
 Nellie S. Bloomfield,
 Emma J. Irving,
 Julia M. McCarthy,
 Elizabeth McCormick,
 Annie M. Niland,
 Hannah M. Varney,
 Mabel F. Wilkins.

ENGLISH HIGH SCHOOL.

THIRD-YEAR CLASS.

Francis I. Abele, jr.,
 George W. Allen,
 Cyrus C. Babb,
 Harry F. Baker,

John E. Baldwin,
Walter S. Barker,
Joseph H. Barnes, jr.,
Louis H. Boynton,
Harry N. Brackett,
Michael W. Brick,
John J. Broderick,
Frank C. Brown,
Ralph G. Brown,
William O. Bullard,
Barnard Capen, jr.,
Edward W. Capen,
Edwin E. Castillo,
Frank D. Chester,
Fred W. Clark,
Abraham K. Cohen,
Albert H. Cole,
Peter J. Collins,
Walter F. Cook,
William L. Creden,
James E. Crotty,
Fred E. Cruff,
Gorham Dana,
Daniel F. Davies,
Ulysses S. Davis,
Chester S. Day,
William L. Day,
Richard J. Dolan,
Edward J. Downing,
Fred B. Draper,
Edward D. Duncan,
John B. Duncan,
John E. Dwyer,
Harry P. Dyer,
John A. Enright,
Fred L. Estey,
Charles F. Farren,
Walter S. Fox,
Sears Gallagher,
John W. Gardner,
Charles W. Godfrey,
Harry M. Goodwin,
Walter F. Goodwin,
Charles B. Hall,
Frederick W. Harley,
Frederick E. Harnden,
Edward J. Harrington,

George H. Harrington,
Harry Hartnett,
Frederick E. Harwood,
Edwin F. Hathaway,
Harry H. Hawksworth,
Charles Hayden,
Wendell A. Hayford,
Walter P. Hewins,
Frank S. Hicks,
George S. Hill,
Everett S. Hilton,
Howard B. Hodggate,
William G. Howard,
Chester A. Howe,
Joseph A. Jackson,
William A. Johnston,
Philip E. Kaveney,
Joseph J. Kelley,
William Klein,
Michael J. Lafferty,
Jacob Land,
George L. Libbey,
Frank W. Libby,
Walter Littlefield,
Harry P. Lynch,
Edward M. Malone,
Charles J. McCarty,
James F. McNally,
Fred T. Merry,
Conrad F. Meyer,
Henry C. Mildram,
Everett S. Mitchell,
James F. Mohan,
Fred C. Moody,
James E. Moore, jr.,
James E. Morse, jr.,
William H. Morse,
George C. Morton,
William Mossman,
Arthur L. Norton,
Christopher F. O'Brien,
William F. O'Hare,
William R. Patterson,
Arthur K. Peck,
Wardwell O. Perkins,
James B. Pickett,
Albert W. Provan,

Arthur T. Reed,
 Francis H. Richards,
 Francis W. Riley,
 Frederic C. Rising,
 Frederick E. D. Robbins,
 Allen Hastings Rogers,
 George P. L. Scannell,
 Hugo E. Schroeter,
 Walter H. Seaver,
 John H. Shea,
 Charles P. Silsby,
 Charles H. Sleeper,
 Dexter M. Smith,
 Edward H. Smith,
 Noyes G. Stanley,
 Robert L. Stedman,
 John D. Stults,
 John J. Sullivan,
 Gordon I. Sumner,
 Ralph E. Thomas,
 John G. Thompson,
 Frank H. Vaughn,
 Charles H. Wait,
 Clark D. Wood,
 Harry H. Wood,
 Jonas H. Woodsum, jr.,
 Frank G. Wright.

GIRLS' HIGH SCHOOL.

FOURTH-YEAR CLASS.

Agnes A. Aubin,
 Bessie L. Barnes,
 Elizabeth C. Barry,
 Emma M. Bates,
 Annette S. Blaney,
 Emily I. Boardman,
 Katherine L. Campbell,
 Helen M. Canning,
 Hattie E. Carr,
 Louise L. Carr,
 Amy Cheever,
 Mary M. Clapp,
 Anna S. Coffey,
 Evelyn M. Condon,
 Adelaide L. Corson,
 Ellen V. Courtney,

Elizabeth L. Crispin,
 Elizabeth G. Desmond,
 Sarah R. Dodge,
 Lillian C. Drew,
 Helen L. Duncklee,
 Mabel A. English,
 Ella G. Fitzgerald,
 Agnes G. Flanagan,
 Eliza W. Gardner,
 Josephine W. Greenlaw,
 Bertha F. Haigh,
 Agnes A. Herlihy,
 Mary A. Higgins,
 Lillian S. Hilton,
 Helen E. Hobbs,
 Grace E. Holbrook,
 Anastacia G. Hyde,
 Bessie C. Jones,
 Katherine J. Keefe,
 Harriet C. Leatherbee,
 Jane C. Levi,
 Minnie B. Lincoln,
 Ella F. Little,
 Florence K. Manson,
 Henrietta S. Manson,
 Margaret F. Marden,
 Nellie G. McElwain,
 Esther E. McGrath,
 Margaret A. McGuire,
 Mabel O. Mills,
 E. Lillie Mitchell,
 Margaret D. Mitchell,
 Mary C. Möller,
 Lizzie E. Morrill,
 Florence E. Neill,
 Kate L. Niland,
 Margaret A. M. O'Dowd,
 Emily H. Osborne,
 Bertha Peirce,
 Lura M. Power,
 Harriet Rice,
 Emeline W. Ripley,
 Alice M. Smith,
 Amy A. Snelling,
 Ada A. Spence,
 Elizabeth S. Tash,
 Carrie E. Taylor,

Elizabeth M. Thacher,
 Kate V. Tiernay,
 Agnes A. Watson,
 Ida T. Weeks,
 Ida J. Whitten,
 Helen A. Woods.

THIRD-YEAR CLASS.

Angie P. S. Andrews,
 Florence O. Attwell,
 Florence S. Ballou,
 Emma H. Bartlett,
 Susie L. Beals,
 Eugenia D. Bearse,
 Sarah E. Bere,
 Louise W. Betts,
 Cora E. Bigelow,
 Charlotte Bornstein,
 Grace Bradley,
 Bertha M. Brown,
 Ella E. Buffinton,
 Elizabeth G. Burbeck,
 Eleanor C. Butler,
 L. Edna Call,
 Rose A. Carrigan,
 Bessie H. Chapin,
 Sadie G. Christie,
 Elenora R. Clare,
 Velma E. Cobb,
 Susie C. Colligan,
 Alice T. Cornish,
 Katharine M. Coulahan,
 Annie I. Cronan,
 Mary E. Cummings,
 Grace R. Curtis,
 Elizabeth W. Dibblee,
 Annie R. Dolan,
 Helen W. Durham,
 Gertrude H. Edmands,
 Minnie T. B. Ellis,
 Annie P. Elwell,
 Catharine W. Fraser,
 Fanny Frizzell,
 Fannie A. J. Gately,
 Agnes G. Gilfether,
 Emma F. Goodwin,
 Annie L. Gordon,

Annie V. Hagerty,
 B. Louise Hagerty,
 Celia B. Hallstrom,
 Florence Harlow,
 M. Belle Harrington,
 Rose S. Havcy,
 Laura G. Henderson,
 Mary L. Hennessy,
 Edna A. Hill,
 Grace A. Holman,
 Emma G. Horgan,
 Elizabeth E. Hough,
 Edith Hovey,
 Maud M. Ilsley,
 Alma C. James,
 Jennie M. Jamison,
 Flora M. Jones,
 Cecilia A. Kelley,
 Maud Kimball,
 Mary H. Lanphear,
 Helena F. Leary,
 Marita M. Libby,
 Mary C. Lovering,
 Alice M. Macomber,
 Susie L. Mara,
 Mary E. McCarty,
 Mary F. McDonald,
 Annie C. McFarland,
 Annie S. McKissick,
 Bertha E. Miller,
 Sara Mock,
 Emma F. Morse,
 J. Genevieve L. Morse,
 Marion M. Morse,
 Ruth J. Morse,
 Mary Mossman,
 Mary J. Murray,
 Helen Newell,
 Gertrude M. Nourse,
 Marietta K. Palmer,
 Sarah L. Park,
 Elizabeth F. Pinkham,
 Bertha Prager,
 Katie A. Regan,
 Laura E. Richardson,
 Kate Elmer Roberts,
 Marie B. M. Robertson,

Maud G. Sanderson,
 Nellie A. Scollin,
 Lizzie A. Shed,
 Bessie C. Sherman,
 Grace L. Sherry,
 Nellie D. Silsby,
 Alice R. Smith,
 Annie W. Snow,
 Annis G. Spencer,
 Annie M. Stickney,
 Clara E. Stuart,
 Caroline W. Sutherland,
 Althea M. Todd,
 Annie L. Towle,
 Sara van Praag,
 Caroline O. Washington,
 Ingemisca G. Weyse,
 Alice E. White,
 Henrietta White,
 Leah M. White,
 Isabella L. Whittier,
 Augusta G. Williams,
 Winifred C. Wolff,
 Agnes G. Wright,
 Ella Yerxa.

ROXBURY HIGH SCHOOL.

Boys.

Thomas J. Dooling,
 Joshua Seaver,
 Daniel Seaverns, jr.,
 Arthur L. Stockman,
 John F. Sullivan.

Girls.

Mary A. Barrett,
 Clara Bishop,
 Emma Bollig,
 Mary E. Clark,
 Mary L. Cole,
 Sarah A. Driscoll,
 Ada M. Fitts,
 Flora Frank,
 Julia G. Hagerty,
 Ella L. Hall,
 Mary E. Lane,
 Lizzie F. Norton,

Agnes Paddleford,
 Grace A. Potter,
 Ella S. Robertson,
 Edith A. Scanlan,
 Clarabel Stetson,
 Hittie J. Swan,
 Edith F. Way,
 Annie E. White,
 Mary B. Wills,
 Jane J. Wood.

WEST ROXBURY HIGH SCHOOL.

Boys.

Frank M. Keezer,
 C. Millard Koopman.

Girls.

Gertrude A. Bullock,
 Elizabeth M. Campbell,
 Marion L. Chamberlain,
 Alice P. Crispin,
 Mary P. Crosby,
 Sophia G. Hayden,
 Jennie Lynch,
 Susie A. Pierce,
 E. Isabel Poole,
 Mary M. Sherburne,
 Maria B. Smith,
 Mary A. Stedman,
 May E. Tucker,
 Martha M. Whittemore,
 Agnes M. Whitten,
 M. Charlotte Wilder,
 Mabel E. Woodworth.

ADAMS SCHOOL.

Boys.

John L. Ahern,
 William P. Berry,
 Joseph Cook,
 George F. Deal,
 Cornelius E. Gibbons,
 William I. Hahn,
 Frank Halligan,
 Crawford Harvie,

Ernest R. Hayes,
 Fred M. Howard,
 Charles J. Hugo,
 Thomas J. I. King,
 Alexander P. Lambert,
 William J. Lynch,
 Walter Marris,
 Frank McGrann,
 Carl L. W. Nilsson,
 Frank H. Smith,
 Harry S. Smith.

Girls.

H. Grace Berry,
 Lizzie A. Bloomfield,
 Hattie H. Coan,
 Jennie I. Connor,
 Lizzie M. Dwyer,
 Minnie E. H. Franey,
 Louise A. Jenkins,
 Emma G. Law,
 Fannie L. Law,
 Edith L. Malcolm,
 Mary H. Moir,
 Esther C. Moore,
 Annie E. Neale,
 Lottie E. Rebholz,
 M. Janie Smith.

AGASSIZ SCHOOL.

Boys.

Arthur A. Ayers,
 Charles F. Blanchard,
 Robert E. Camfill,
 Albert R. Chapman,
 Llewellyn A. Colby,
 William J. Crispin,
 John F. Cronin,
 George O. Currier,
 James T. Dunn,
 Harry R. Fay,
 John C. Folger,
 Albert W. Goodnow,
 Frederick A. Gould,
 David A. Haley,
 Walter B. Hart,

Willard A. Humphrey,
 Henry R. Ilsley,
 John J. Kelly,
 George Kilrow,
 William Lyons,
 Edward M. Manning,
 Frank M. Mayer,
 Walter C. McKay,
 Joseph J. Meehan,
 James H. Notman,
 John W. Odiorne,
 Charles L. Smith,
 Roger S. Sumner,
 Herbert L. Withington.

ALLSTON SCHOOL.

Boys.

Fred M. Brown,
 Philip H. Buck,
 Linus E. Canning,
 Charles F. Daniels,
 Frederick W. Dickerman,
 Gustavus E. Dubelle,
 Russell V. Matthews,
 Ira S. McNeill,
 Fred A. Norcross,
 John D. Remmonds,
 Elliot Rogers,
 John F. Shine,
 Thomas F. Sullivan,
 George A. Underwood,
 John F. Wall,
 Charles O. Whitney,
 Herbert A. Wilson,
 Frank E. Wingate.

Girls.

Addie M. Abell,
 Mary E. Barnaby,
 L. Mabel Brock,
 Lillian B. Carter,
 Kittie G. Cunningham,
 Annie L. Dolan,
 Jennie C. Hicks,
 Florence G. Knowlton,
 Cora E. Preston,
 Lillian W. Ricker,

Lydia E. Stevenson,
Gertrude S. Wales,
Helen E. Welch,
Evelyn M. Whitcomb,
Edith S. Wyman.

ANDREW SCHOOL.

Boys.

William J. Bulger,
William A. Cook,
Timothy J. Cronin,
William A. Geer,
William I. Hartley,
Henry W. Harvison,
Justin L. Hill,
Percie I. Hussey,
Richard King,
Frederic W. Lyons,
Harry C. Mansfield,
Philip J. McKeon,
Charles E. Moss,
John J. Roach,
Samuel F. Stanley,
Andrew M. Tyner,
Frederic E. Wayne.

Girls.

Mary E. Barrett,
Ellen G. Casey,
Millie K. Chrimes,
Elizabeth M. Cochrane,
Catharine G. Condon,
Sarah E. Connelly,
Jane A. Hope,
Carrie W. Horne,
Annie V. Judge,
Mary A. McMahon,
Florence G. Mills,
Sarah A. Nee,
Gertrude O'Hara,
Annie M. O'Harra,
Jemima S. Sharpe,
Carrie C. Stecker,
Sophia G. Whalen,
Cora A. Whittier.

BENNETT SCHOOL.

Boys.

Daniel A. Barry,
Edward A. Bigelow,
John F. Broder,
Frank E. Chaffin,
P. Augustus Drolet,
Thomas Ducey,
James J. Haley,
Patrick J. Hickey,
Joseph F. Marshall,
Jerry L. Murphy,
William F. Murphy,
Thomas Neville,
Perley P. Ray,
William H. Scollans,
John M. Sheridan,
Irving L. Smart,
James H. Welch,
Wilson W. Wormelle.

Girls.

Sarah T. Chaffin,
Mary F. Cross,
Margaret J. Duffey,
Rosalie K. Harrington,
Mary L. Joyce,
Lillian Kirkland,
Georgia D. Livermore,
Carrie L. Murdock,
Margaret E. O'Connell,
Ida A. Ricker,
A. Maud Smith,
Elvira B. Smith,
Nellie E. Taylor,
Mary A. Warren,
Carrie L. Waugh.

BIGELOW SCHOOL.

Boys.

Clifford F. Andrews,
J. William Barber,
Fred H. Bartlett,
George A. Boodro,
Edwin L. Booth,

John J. Buckley,
 Charles H. Clark,
 George J. Connors,
 Fred S. Crocker,
 William H. Doherty,
 Walter I. Dolbeare,
 Philip J. Donnelly,
 John G. Dowler,
 John J. English,
 James H. Ferguson,
 James Fitzgerald,
 Thomas J. Flaherty,
 Martin J. Flavin,
 Joseph L. Gavin,
 James D. Haley,
 William B. Harper,
 James Hearn,
 Walter P. Howard,
 Warren A. Hutchins,
 Walter H. Kelley,
 James H. Kelly,
 John W. Keyes,
 Charles G. King,
 John J. Leary,
 Thomas F. Malone,
 Pierce J. Maloney,
 John A. Manley,
 Horace B. Mann,
 Henry W. Mattfield,
 Edward C. McCusker,
 Nathaniel J. McLaughlin,
 William E. McMahon,
 Charles H. Milkins,
 William J. Mulcahy,
 Henry C. Nunan,
 Louis B. Orchard,
 William H. Rule,
 Daniel F. Ryan,
 Timothy J. Ryan,
 Frank C. Scanlan,
 Herbert L. Stearns,
 Charles F. Sterling,
 Charles J. Toland,
 William R. Wagenfeldt,
 William G. Whiting,
 Herbert T. Wilber.

BOWDOIN SCHOOL.

Girls.

Ann E. Brooks,
 Abbie F. Brown,
 Bessie P. Burrage,
 Mary T. Carroll,
 L. Freda Davis,
 Annie A. Dutton,
 Ethel A. Flanders,
 Minnie H. Hayes,
 Grace A. Hill,
 Alice H. P. Howard,
 Catharine M. I. Jones,
 Nellie F. Jones,
 Mary C. Keefe,
 Alice G. Lord,
 Edith A. Matthews,
 Edith A. Merritt,
 E. Florence Nolan,
 Edith S. Oliver,
 Mabel E. Perry,
 Minnie A. Potter,
 Nellie M. Riley,
 Blanche Ring,
 Sadie B. Sears,
 Sarah M. Teele,
 Blanche Webber,
 Blanche M. White,
 Caroline I. Williams.

BRIMMER SCHOOL.

Boys.

Frank H. Beckler,
 John H. Cushnie,
 Thomas F. Daly,
 John T. Fleming,
 Emil Flister,
 Isidor Fox,
 John T. B. Gorman,
 Harry E. D. Gould,
 James H. Griffin,
 Charles A. Hardy,
 Freeman H. Hardy,
 Carl H. Heuermann,
 Charles A. Howe,

Joseph Jackson,
 Matthew T. Keenan,
 Julius Koch,
 Francis X. Mahoney,
 William F. McCormack,
 Edward H. McNally,
 Timothy F. Murphy,
 Herbert A. Palmer,
 Edward H. Pinkham,
 Edward Raphael,
 Herbert D. Reed,
 Frederic C. Streck,
 James A. Sweeney,
 George J. Vye,
 Charles E. Ward, jr.,
 Frank L. Young.

BUNKER HILL SCHOOL.

Boys.

Michael J. Brennan,
 Albert E. Brower,
 James R. Burns,
 Lucius D. Burton,
 William J. Coffey,
 Frederic G. Cowee,
 William H. Fales,
 Sidney J. Ferguson,
 John Fitzgerald,
 Arthur E. Green,
 Charles F. Hatton,
 Wilbur C. Hunting,
 Daniel W. Hurley,
 Richard P. Kelly,
 Arthur W. Mayo,
 John L. O'Brien,
 Michael A. O'Neil,
 Frank W. Page,
 Samuel B. Paine,
 David M. Pigott,
 Arthur F. Timson,
 Myron W. Titus,
 Joseph C. Tully.

Girls.

Charlotte H. Alcock,
 Margaret Brown,

Margaret G. Bryan,
 Annie L. Cleveland,
 Julia M. Coughlin,
 Rose M. Cullen,
 Agnes J. Fitzgerald,
 Fanny M. Gould,
 May E. Grandison,
 Nellie M. Harding,
 Lillian E. Hartford,
 Annie Hatton,
 E. Gertrude Hortter,
 Nettie H. Kelley,
 Margaret E. Kenney,
 Jennie F. Libby,
 Nettie M. Lovering,
 Annie M. Lund,
 Margaret A. Mackin,
 Katie Malone,
 Catherine McGinness,
 Eliza D. Meacom,
 Alice I. Murdock,
 Georgietta Sawyer,
 Josie S. Titus,
 Mary K. Woollard.

CHAPMAN SCHOOL.

Boys.

Eli N. Blinn,
 Charles B. Crocker,
 Fred L. Daggett,
 Walfred J. Douglass,
 George J. Elder,
 Benjamin J. Flye,
 Harry A. Fraser,
 Frederick A. Goodwin,
 Alpheus H. Graves,
 Albion P. Ham,
 Lawrence S. James,
 Elbridge K. Jewett,
 Arthur L. Knowles,
 George A. Littlefield,
 Henry H. Palmer,
 Andrew J. Perry,
 John C. Rackham,
 Harry C. Sprague,
 Lewis A. Tanner.

Girls.

Georgietta Albee,
 Alice M. Brooks,
 Annie C. Burke,
 Catherine B. Campbell,
 Grace M. Crawford,
 Grace H. Damon,
 Alice H. Day,
 Prudence M. Flye,
 Harriet O. Hamilton,
 Mabel L. Hedge,
 M. Edith Jefferson,
 Jennie H. Kellough,
 Laura P. Kendrick,
 Grace W. G. Kincaid,
 Margaret Kissock,
 Jennie T. Lally,
 Fannie S. Littlefield,
 Etta Newhouse,
 Catherine T. Reid,
 Mabel V. Roche,
 Helen B. Stevenson,
 J. Estelle Stevenson,
 Lucie F. Storer,
 Grace M. Strong,
 Ada P. Wardwell,
 Susan A. Wood.

CHARLES SUMNER SCHOOL.

Boys.

Alfred H. Anthony,
 William H. Dowling,
 Oscar N. Fossett,
 Frank E. Goodfellow,
 Herbert H. Harrison,
 William C. Ramsay,
 Theodore F. Schmitt,
 Henry O. Westendarp,
 Willard P. Whittemore.

Girls.

Ida E. Adams,
 Annie B. Clifford,
 Bertha H. Egge,
 Annie I. Fowler,
 Clara L. Frieze,

Emma Lincoln,
 Louisa A. Lutz,
 Jennie L. Meyer,
 Mary J. Norton,
 Lucy M. Wills,
 Nellie S. Winchester.

COMINS SCHOOL.

Boys.

Matthew E. Arthur,
 Alexander A. Canavan,
 Arthur A. Fuller,
 Conrad A. Geimann,
 William J. Gilligan,
 Cornelius J. Herlihy,
 Martin J. Hickey,
 Isaac Hyman,
 Adolph Kallman,
 Henry Kuntzmann,
 Michael J. Lehan,
 John B. Lyons,
 Patrick F. Lyons,
 Frederick W. Mahony,
 Charles P. McCaffrey,
 Frank E. McCarthy,
 Arthur J. McGowan,
 George H. Noone,
 George S. Rosenworth,
 Edward B. Sullivan,
 Jeremiah M. Sullivan,
 John J. Sullivan.

Girls.

Mary E. Arthur,
 Annie L. Bennink,
 Grace G. Bocking,
 Gertrude M. Clarke,
 Martha Cobe,
 Mary J. Connor,
 Alice T. Coulahan,
 Annie F. Daly,
 Mary E. Dooley,
 Mary E. Feeney,
 Lilla M. Forbes,
 Hattie Z. V. Grady,
 Maud A. Heaney,

Mary T. Lavin,
 Margaret E. Lennon,
 Mary F. Mahoney,
 Margaret G. Marshall,
 Annie L. McCarty,
 Alice C. McGowan,
 Lucy E. Munier,
 Katie I. Murphy,
 Mary G. O'Brien,
 Louise B. Pleau,
 Martha H. Sondheim,
 Eva Stewart,
 Minnie R. Williams,
 Clara M. Zeigler,
 Josephine M. A. Zeigler.

DEARBORN SCHOOL.

Boys.

Montague M. Carter,
 Albert J. Connell,
 George H. Dakin,
 Herbert E. Dutton,
 Lewis E. Fuller,
 Thomas Gleason,
 Charles W. Hayward,
 Vincent B. Johnson,
 Adolph S. Linderholm,
 Philip B. McCarty,
 John J. McLaughlin,
 Warren E. Morse,
 William P. Murphy,
 Alonzo D. Murray,
 John H. Newell.

Girls.

Mabel C. Bayer,
 Myra E. Billings,
 Mary A. Brown,
 Mary A. Connor,
 Amelia G. Cox,
 Charlotte R. Cox,
 Mary E. Crosby,
 Elizabeth C. Hagemann,
 Annie M. Healey,
 Josephine L. Hearty,

Minnie F. Hooper,
 Bertha I. Knauber,
 Mary A. I. Loughman,
 Annie Main,
 Margaret L. McCarty,
 Helen T. McGrath,
 Mary E. McQuaid,
 Mary F. Monahan,
 Helen F. Prentiss,
 Nellie V. Ryan,
 Catherine M. Scannell,
 Grace E. Small,
 Lillian M. Whiton.

DILLAWAY SCHOOL.

Girls.

Henrietta Abbott,
 Martha E. Alden,
 Elizabeth C. Barry,
 Hedwig M. Biewald,
 Catherine M. Brawley,
 Martha H. Daniels,
 Margaret Fallon,
 Margaret A. Fitzgerald,
 Flora A. Frazier,
 Ina T. Garibaldi,
 Elizabeth M. Grant,
 Belle R. Hamilton,
 Victoria E. D. Hamilton,
 Flora Haynes,
 Bertha Helt,
 Jessie H. Hunt,
 Nathalie E. Jones,
 Margaret G. Keefe,
 Amelia F. Killion,
 Evelyn L. Kimball,
 Carolina B. Kraushaar,
 Mary E. McConnell,
 Julia McGrath,
 Clara S. Plimpton,
 Marietta Putnam,
 Florence I. Reddy,
 Sarah E. Reed,
 Margaret V. Saul,
 Rosa M. Saul,
 Martha B. Weltch.

DORCHESTER-EVERETT
SCHOOL.*Boys.*

Charles F. R. Allard,
 Fred S. Allen,
 Freeman Anderson,
 Frank E. Bennett,
 Thomas H. Carroll,
 Irvin R. Cheney,
 George M. Dolan,
 Stephen R. Dow,
 Walter S. Dunham,
 Charles E. Holland,
 Harry L. Hubbard,
 F. Harry Kingman,
 Edward T. Larkin,
 Richard J. McNulty,
 John W. Olmstead,
 Albert J. Shaw,
 Arthur J. Shaw,
 Charles W. Spurr, jr.

Girls.

Aleena R. Andrews,
 Annie E. Black,
 Jennie A. Breed,
 Ida E. Bullock,
 May L. Clarke,
 Emma C. Cole,
 Martha M. Denham,
 Helen G. Duffley,
 Susan M. Erickson,
 Mary B. Freeman,
 Sarah A. Hall,
 Janet Halliday,
 Frances C. Hoadley,
 Luella A. Horton,
 Emma L. Humphreys,
 Gertrude J. Miner,
 G. Mabel Parker,
 Nellie C. Pray,
 Lillian P. Smith,
 Jennie B. Sunter,
 Daisy M. Thayer,
 Lillie C. Thomson,
 Annie H. Young.

DUDLEY SCHOOL.

Boys.

William F. Booker,
 William Brooks,
 Henry F. W. Cate,
 George E. Chamberlin,
 Joseph L. Cody,
 Timothy L. Connelly,
 Elliott W. Crowell,
 James W. Dowd,
 Jerrie A. Downs,
 Michael F. Duffley,
 Valentine M. Emonds,
 Arthur Elson,
 Arthur W. Fairbanks,
 Henry A. Fisher,
 John E. Gilman, jr.,
 George R. F. Gray,
 Frank J. Hand,
 Solon F. Holt,
 George H. Jewett,
 Minot S. Kahurl,
 Winford L. Keay,
 James J. Keegan,
 Edward R. Kimball, jr.,
 William T. Lennon,
 Henry J. Looby,
 Wyzeman M. Masury,
 Raymond W. Meagher,
 Joseph W. McDonough,
 Thomas J. McGuire,
 Martin J. Morris,
 Hiram A. Morse,
 James E. Mulligan,
 Joseph P. Peirce,
 Guy L. Ramsell,
 Walter B. Robertson,
 John F. Shine,
 Charles H. Smallhoff,
 Harry W. Smith,
 William R. Stacey,
 John F. Sullivan,
 Charles B. Town,
 William L. Walker,
 James R. White,
 Joseph C. Wright.

DWIGHT SCHOOL.

Boys.

Richard Andrew,
 William A. Bense,
 Harry W. Choate,
 Thomas F. Clare,
 Arthur S. Colby,
 Hadson B. Damon,
 Clarence E. DeLue,
 Edwin J. Dreyfus,
 Sydney Dreyfus,
 Wyman Faxon,
 Harry B. Harding,
 Solomon Heller,
 Alfred M. Leavitt,
 John H. Mahony,
 Edward I. McConnell,
 Charles C. Mills,
 Michael J. Moran,
 Frederic A. Norton,
 Maurice Obst,
 Edward A. Perkins,
 Leo W. Pickert,
 Arthur W. Richards,
 Charles M. Sears,
 Leo Spitz,
 George W. Spring,
 Arthur C. Trainer,
 Harry L. Turner,
 Harry A. Ulman,
 Walter C. Waldron,
 Willard M. Whitman,
 Beverly D. Wilder,
 Frank A. Wing,
 August F. Winkler,
 James E. Winsor,
 William C. Winsor,
 Edward Wise.

ELIOT SCHOOL.

Boys.

John F. Bagley,
 Thomas W. Burke,
 John H. Cavanaro,
 James J. Collins,

George F. Connelly,
 Richard F. Connelly,
 Thomas E. Conroy,
 Atilio Deferrari,
 William H. Doherty,
 Edward T. Feeley,
 Joseph A. Fitzgerald,
 William J. Flanagan,
 John Freitas,
 Thomas F. Gallagher,
 Matthew W. Gosnell,
 Harry Herzberg,
 Eli Hillson,
 David Levi,
 Myer L. Lourie,
 William J. Magee,
 Peter J. Maloney,
 Thomas J. McCarthy,
 William F. McGah,
 Timothy Mooney,
 Edward M. Nelson,
 Maurice M. Noonan,
 George L. Robinson,
 Michael J. Ryan,
 John F. Shannon,
 Jacob J. Silverman,
 Clarence F. Smith,
 Daniel W. Sullivan,
 Eugene L. Thompson,
 William W. Thompson,
 Stephen L. Wellender,
 Isaac Wyzanski.

EMERSON SCHOOL.

Boys.

Edward J. Cahill,
 John I. Evans,
 Joseph T. Feeley,
 Roland D. Gallagher,
 Carlton A. Gifford,
 Albert G. Gove,
 John J. Green,
 John P. Herbert,
 Frederic F. Hill,
 Jay Jordan,
 Walter P. Lewis,

George S. McCard,
 William H. C. McLean,
 S. Howard Martin,
 Warren A. Morse,
 John S. C. Nichols,
 Melville W. Sellers,
 John Speirs,
 Charles W. Stowe,
 Frederic S. Thompson,
 George H. Wood.

Girls.

Hattie M. Bell,
 Alice E. Brooks,
 Ada A. Burt,
 Anna M. Frame,
 Mary E. Gallant,
 Eva A. Guild,
 Mary A. Hendrick,
 Mabel L. Hodsdon,
 Clara F. Johnson,
 Lydia W. Johnson,
 Ella D. Martin,
 Mary Miller,
 Ella J. O'Neil,
 Winifred C. Simpson,
 Katie A. Sullivan,
 Alice M. Webster,
 Alma Wilkins.

EVERETT SCHOOL.

Girls.

Carrie C. Allen,
 Fannie S. Allen,
 Sarah S. Allen,
 Mabel M. Anderson,
 Fannie August,
 Ottalea L. Bailey,
 Mary T. Batt,
 Maggie A. Boyd,
 Nellie L. Brown,
 Ema W. Burt,
 Anna M. Butts,
 Nora E. Chesley,
 Edith Child,
 Grace Clark,

Annie V. Clementson,
 Grace I. Cleveland,
 Cecil I. Coburn,
 Julia T. Crowley,
 C. Gertrude Cunningham,
 Emma R. Cusick,
 Katie J. Eichler,
 Ellen H. Evans,
 Grace Fairbanks,
 Charlotte Fitzgerald,
 Lillie F. Foss,
 Caroline Fox,
 Olive P. French,
 Annette Garel,
 Kate M. Gilman,
 Gertrude Going,
 Aimée T. Goulston,
 Emma I. Graves,
 Helen F. Greene,
 Laura I. Heathfield,
 Mary E. Hendrick,
 Mabel H. Holden,
 Lillian F. Horn,
 Mary A. E. Hurley,
 M. Alice Jackson,
 Blanche B. Kaufman,
 Mabel E. Lester,
 Jessie Louis,
 Madeline W. Mabray,
 Anna McAloon,
 Ida L. McElwain,
 Mary W. Newton,
 Caroline G. Nichols,
 Selina Nurenberg,
 Martha Obst,
 Eleanor M. O'Lalor,
 Mynee E. S. Owen,
 Florence V. Paull,
 Harriet Sampson,
 Eda G. Schmidgruber,
 Mabel H. Seymour,
 Bertha F. Sias,
 Fannie C. C. Simmonds,
 Eva L. Smith,
 Bessie Strauss,
 Minnie Strecker,
 Jessie M. Styles,

Marion N. Swan,
 Annie H. Vorenberg,
 Jessie V. Vose,
 Prudence M. Wadman,
 Mary C. Ware,
 Sarah G. Warshauer,
 May B. Willis,
 Eva Wolfson,
 May Woodbridge.

FRANKLIN SCHOOL.

Girls.

Nellie Alexander,
 Edith Boyd,
 Edith E. Bryant,
 Florence A. Chamberlin,
 Grace E. Cobb,
 Anna E. Corbett,
 Mary E. Crowley,
 Mary A. Dierkes,
 Mamie A. Doherty,
 Annie T. Fitzpatrick,
 Addie M. Flynn,
 M. Loretto Foley,
 Annie L. Gilbert,
 Mary A. Gilman,
 Mary E. Gorman,
 Fannie A. Hall,
 Florence Hatch,
 Elizabeth L. Heaney,
 Louise Hirsch,
 Hulda A. Hooper,
 Addie J. Kennedy,
 Annie H. Levy,
 Annie I. Madden,
 Grace D. Marsh,
 Rose L. McNulty,
 Sadie B. Morse,
 Ada B. Moulton,
 Mary E. Neal,
 Mary G. Niles,
 Chisie M. Packard,
 Nellie R. Parcher,
 Eda P. Parker,
 Helen Perkins,
 M. Carrie Pindell,

Mary E. Plimpton,
 Grace D. Plummer,
 Addie A. Prescott,
 Grace Putnam,
 Ida M. Reid,
 Lizzie F. Riordan,
 Blanche Robinson,
 Amy Russell,
 Alice G. Sanborn,
 Blanche A. Smith,
 Charlotte M. Spike,
 Mary A. Steere,
 Lucy I. Stein,
 Jennie Sugarman,
 Agnes L. Sullivan,
 Julia A. Sullivan,
 Lillie M. Trask,
 Lizetta Wolfe,
 Minnie A. Wood.

FROTHINGHAM SCHOOL.

Boys.

John F. Anderson,
 John H. Conolly,
 Frank Cronin,
 Thomas J. Gaffney,
 James H. Gilmartin,
 Frank I. Goddard,
 D. Francis Mahoney,
 Edward J. McBride,
 John J. McCusker,
 Edward L. Murphy,
 Timothy J. Reardon,
 Thomas S. Reynolds,
 Edward J. Ripley,
 Joseph F. Rodden,
 Daniel J. Sullivan.

Girls.

Annie E. Cleary,
 Margaret E. Cotter,
 Mary A. Cottrell,
 Hannah E. Doyle,
 Annie E. Fitzpatrick,
 Mary A. Fleming,
 Margaret A. Hill,

Margaret B. Johnson,
 Mary E. Layden,
 Emma L. Lowell,
 Nellie M. Lynch,
 Lillian F. Noland,
 Cecelia A. O'Callaghan,
 Josephine V. Quigley,
 Etta May Roberts,
 Rosamond E. Roberts,
 Sarah A. Rodden,
 Mary E. Scanlan,
 Margaret M. Shannon,
 Mabel Smith,
 Julia A. Sullivan,
 Emma E. Tully,
 Edith D. Webb,
 Mary E. Whall.

GASTON SCHOOL.

Girls.

Caroline Adams,
 Grace M. Beltis,
 Bertha E. Blake,
 Belle M. I. Bliss,
 Jennie I. Campbell,
 Mattie L. Dudley,
 Gertrude M. Fretch,
 M. Elizabeth Gould,
 Rubiena C. Hardwick,
 Amy A. Higgins,
 Emma Hill,
 Mary W. Hood,
 Agnes S. Howe,
 Alice K. L. Howe,
 Carrie A. Jacobs,
 Edith P. Jewett,
 Margaret J. MacDevitt,
 Harriet M. McMann,
 Annie M. Morris,
 Harriet M. Norton,
 M. Adeline I. Rose,
 Fannie C. Sprague,
 Mary Frances Teeling,
 Hattie E. Thing,
 Anna E. Tobin,
 Laura M. Vinal,

Bertha E. Watson,
 Eva M. White.

GEORGE PUTNAM SCHOOL.

Boys.

Edward Bieler,
 Samuel H. Cable,
 James T. Cameron,
 J. Howard Chandler,
 William T. Coogan,
 Edwin L. Gerrish,
 Fay B. Kendall,
 Charles J. Riley,
 George R. Todd,
 Levi Whitney.

Girls.

Flora A. Alton,
 May M. Bolster,
 Katherine M. Connor,
 Ada R. Cook,
 Mary A. Coxe,
 Rosa Dahl,
 Rose Dahl,
 Georgia L. Hilton,
 Ida P. Hunter,
 Carolyn E. Jennison,
 Mary E. Kelley,
 Sylvina B. Kendall,
 Anna Bessie Mathews,
 Lizzie G. McLaughlin,
 Gertrude E. Messer,
 A. Maude Pulsifer,
 Anna F. Smith,
 Hattie E. Wakefield,
 Mabel L. Warren,
 Mabelle M. Winslow.

GIBSON SCHOOL.

Boys.

John L. Beal,
 Wallace W. Decker,
 John W. Freeman,
 Arthur C. Haskell,
 John C. Leary,

William Liddell,
Dana J. McCarthy,
John E. Mohan,
Charles E. Peters,
James Power,
Robert W. Puffer,
George W. Ryan,
Stanley A. Shields.

Girls.

Josephine L. Brine,
Emma L. Colligan,
Lulu M. Currier,
Bessie J. Fairbrother,
Minnie L. Forbush,
Mary E. French,
Annie J. Hannon,
Alice F. Henry,
Emily J. Hunt,
Estelle Hutchings,
Agnes G. McAndrews,
Annie C. O'Neill,
Luella F. Robie,
Mabel E. Smith,
Sarah E. Sowden,
Phœbe Vantassel,
Bessie R. Waite,
Alice L. Wheaton.

HANCOCK SCHOOL.

Girls.

Lena Anthony,
Lizzie A. Breivogel,
Miriam Brodie,
Estella B. Bussey,
Annie J. Carney,
Annie Cawley,
Amelia Charlos,
Mary V. Dacey,
Emma L. English,
Annie L. Foppiano,
Gertrude Freedman,
Lila J. Hargitt,
Ella F. Hews,
Mary E. Horrigan,
Mary E. Hunt,

Flora S. Johnson,
Emily E. Koop,
Flora A. McClellan,
Maggie M. McGonagle,
Sarah G. McGreevy,
Clara B. McIntire,
Amy E. Meaney,
Bertha G. Reinherz,
Margaret G. Rodgers,
Fannie Slutzky,
Mary Slutzky,
Mary E. Sutherland.

HARRIS SCHOOL.

Boys.

James J. Brick,
Dennis J. Driscoll,
Irving D. Glover,
Ephraim W. Jenkins,
Frederick R. Jenkins,
Winthrop T. Nichols,
William J. Oliver,
Loring W. Stone,
George A. Webster.

Girls.

Edna M. Burrows,
Gertrude J. Chase,
Elizabeth Cox,
Carrie J. Foster,
Emma K. Hill,
Grace I. Jeffrey,
Ada F. Jenness,
Christine Johnston,
Lena B. King,
Mabelle C. Knight,
Etta L. McQuade,
Mary Sanford,
Mary Stock,
Maud A. Tice.

HARVARD SCHOOL.

Boys.

Orin A. Barnard,
George T. Brennan,
William C. Clark,

Timothy J. Coughlin,
 William C. Crane,
 Charles B. Downer,
 John L. Dugan,
 Louis M. Holmstrom,
 Joseph F. Kelly,
 Julius M. Klous,
 Daniel D. Manning,
 Frederic J. Murphy,
 John J. Quinn,
 William J. Quinn,
 George K. Sargent,
 Daniel B. Singleton,
 Daniel W. Smith,
 William J. Trainer,
 Frederic W. Young.

Girls.

Helena G. Ahearn,
 Mary A. Brennan,
 Margie W. Brewster,
 Lillian E. Carey,
 Alice F. Carter,
 Lotta A. Clark,
 Catherine V. Cochran,
 Mary E. Coughlin,
 Mary V. Crotty,
 Agnes M. Curry,
 Gertrude A. Dadmun,
 Grace H. Goddard,
 Grace B. Gookin,
 Margaret T. Kennedy,
 Harriet E. Lawler,
 Emma F. Mahoney,
 Margaret J. McNally,
 Catherine U. Murphy,
 Julia M. Murphy,
 Lucy E. Stevens,
 Mary T. Sullivan,
 Emma L. Tarbox,
 Nellie A. Ward,
 Amy L. Wellington,
 Eva L. Wheeler.

HILLSIDE SCHOOL.

Girls.

Martha E. Bruhn,

Ada E. Chevalier,
 Nannie E. Cochrane,
 Letitia A. Corrigan,
 Alfaretta L. Curry,
 Mary M. Curry,
 Mary J. M. Fallon,
 Annie M. Follmer,
 Alice L. Gerry,
 Emma F. Goldsmith,
 Alice E. Jones,
 Emily J. F. Knight,
 Louise A. Magnitzky,
 Eva J. Marison,
 Laura F. Marsh,
 Mabel Marsh,
 Mary A. McLaughlin,
 Annie K. Nagale,
 Josephine E. Papineau,
 E. Bertha Pratt,
 Nellie A. Rand,
 Bertha H. Ratcliffe,
 Mary E. Riley,
 Gertrude E. Shaw,
 Bessie M. Smith,
 Caroline L. Strauss.

HYDE SCHOOL.

Girls.

Annie Aronson,
 Lucy A. Barrett,
 Rosella G. Doherty,
 Josie E. Evans,
 Hanoria E. Gately,
 Alice A. Goodman,
 Martha L. Gordon,
 Laura M. Grundy,
 Estella M. Hall,
 Elizabeth C. Harrington,
 Emma M. Hoffman,
 Pauline L. Lander,
 Eugenia A. Martikke,
 Amelia J. McKay,
 Adeline L. Morris,
 Louise C. Murphy,
 Elizabeth I. Neary,
 Elsie L. D. Patterson,

Ella C. Richard,
 Mary R. Ryan,
 Agnes L. Shea,
 May V. Sutherland,
 Mary G. Waul,
 Dora Werner,
 Bessie Wescott,
 Beulah A. Wetmore,
 Florence L. Whitney.

LAWRENCE SCHOOL.

Boys.

John J. Barry,
 Abraham Bernhardt,
 Joseph A. Brady,
 Joseph J. Brazell,
 William T. Bulger,
 Patrick Carter,
 Edward J. Colman,
 William T. Dacey,
 Thomas F. Donahue,
 William H. Dyer,
 John J. Foley,
 Albert A. Forrest,
 James A. Galvin,
 John J. Griffin,
 John F. Holland,
 Edward L. Hopkins,
 Herbert J. Keenan,
 James W. Kelly,
 James F. Leary,
 Edward J. Leonard,
 Frank A. Mahoney,
 Augustine D. Malley,
 William R. Mansfield,
 William J. McAvoy,
 John J. McDermott,
 Michael McFarland,
 Michael F. McGowan,
 Thomas F. Meany,
 John J. Moore,
 Daniel F. Moynihan,
 Daniel J. Mulqueeny,
 Dennis L. Murphy,
 Thomas F. Murphy,
 John J. Murray,

David A. Noonan,
 Jeremiah F. O'Connell,
 William C. Oliver,
 John J. Quinlan,
 John T. Shea,
 Alexander J. Stockfish,
 Francis A. Tracy,
 John J. Toole,
 John J. Welch,
 Edward F. Williams.

LEWIS SCHOOL.

Boys.

Arthur H. Chamberlain,
 Louis E. Croscup,
 Charles A. Fogg,
 Fred W. Hayden,
 Edward J. Hicks,
 Guy C. Holliday,
 Frank Houghton,
 Joseph F. Jordan,
 William F. Lamb,
 John L. McLean,
 Fred R. Miller,
 Nelson H. Newell,
 John J. O'Brien,
 Walter W. Patch,
 George H. Peters,
 John W. R. Sawin,
 William A. Tucker.

Girls.

L. Nellie Ackley,
 Isabel L. Andrews,
 Eva L. Bartlett,
 C. Mabel Beaman,
 Josephine W. Call,
 Mary B. Carlton,
 May H. Chapman,
 Grace E. Chase,
 Edith H. Eaton,
 Annie L. Gardner,
 Theodora A. Gurney,
 Julie A. Hill,
 Grace A. Holmes,
 Alma Lissner,

Gertrude M. Mackintosh,
 Annie E. Mulligan,
 Kittie H. Naun,
 Annie L. Osgood,
 Gertrude R. Pratt,
 Mary H. Read,
 Grace D. Redpath,
 Clara W. Satterlee,
 M. Louisa Schirmer,
 Jennie L. Shultz,
 Nellie M. Smith,
 Margaret T. Stevenson,
 Ruth C. Tebbetts.

LINCOLN SCHOOL.

Boys.

F. Stanford Atwood,
 George R. Barbour,
 John H. Barry,
 George A. C. Berry,
 J. William Burnham,
 W. N. Cobb,
 George A. Connolly,
 Samuel G. Creden,
 Edward T. Curran,
 Frederick W. Davison,
 Herbert B. Dodge,
 Arthur H. Dolbeare,
 John C. Donovan,
 John B. Driscoll,
 Arthur G. Freeman,
 William S. Fretch,
 Herbert W. Garland,
 William H. Gill,
 Benjamin F. Godfrey,
 Michael T. A. Harrington,
 Arthur W. Hayden,
 Edward A. Hickey,
 Henry F. Kane,
 William F. W. Lockhart,
 Charles P. Lounsbury,
 Kyren K. Maguire,
 William E. S. McCoy,
 William H. Murphy,
 Jerome P. Murray,
 Joseph M. Nolan,

Herbert Ogden,
 James M. O'Hearn,
 William P. Paige,
 Walter B. Poole,
 Morton E. Setchell,
 Charles F. Snell,
 Frank H. Sweetland,
 Dennis J. Sullivan,
 Michael J. Sullivan,
 Patrick J. Sullivan,
 William R. Thompson,
 Albert F. White,
 Willard O. Whitman,
 Charles F. Willhauck.

LOWELL SCHOOL.

Boys.

Clarence H. Balch,
 Charles F. Cose,
 Gordon M. Crowe,
 James P. Donovan,
 John J. Fallon,
 John Ferris,
 John A. Hanrahan,
 Alexander Heindl,
 Wallace Herriott,
 William Herriott,
 Adolf G. Lins,
 Joseph A. Maguire,
 William A. Maguire,
 Thomas J. McGrath,
 George F. Newton,
 Henry P. O'Connell,
 William S. Rhodes,
 Percy M. Robinson,
 Walter H. Wise.

Girls.

Louise M. Allendorff,
 Blanche A. Blaisdell,
 Lydia R. W. Bleiler,
 Rose M. Cole,
 Edith M. Decatur,
 Elizabeth A. Donovan,
 Martha A. Downs,
 Harriet R. Ferris,

Likely A. Hampel,
 Ida B. Henderson,
 Gertrude H. Hollfelder,
 Katharine C. Isaacson,
 Grace C. Kelly,
 Gertrude E. Law,
 Martha F. McAvoy,
 Pauline M. Nagle,
 Lizzie C. Spence,
 Grace A. Stodder.

LYMAN SCHOOL.

Boys.

John J. Callahan,
 Daniel J. Collins,
 Louis E. Cram,
 Peter Dolan,
 Thomas S. F. Dooling,
 John Douglass,
 Edmund J. J. Doyle,
 James J. Healy,
 George Hegarty,
 Charles A. Hofmann,
 Frederic C. Hosea,
 Clarrington R. Kelley,
 Harry A. Pierce,
 Joseph J. Quinlan,
 John T. Stanton,
 Frank E. Wharton,
 Frederick P. Young.

Girls.

Mary E. Dunn,
 Katie J. Furniss,
 Mabel E. Harriman,
 Ella L. Ingalls,
 Grace E. Martin,
 Lillian A. Nute.

MATHER SCHOOL.

Boys.

Shelton Barry,
 John J. Cunningham,
 Arthur R. Farrington,
 John P. Fox,

Charles L. Frohwitter,
 Thomas J. Gleavy,
 Frank E. Greenwood,
 Walter P. Jones,
 Thomas E. Miller,
 William L. O'Grady,
 James H. D. Orrok,
 William B. Piper,
 Frank R. Sewall,
 Ralph H. Smith,
 Winthrop P. Tenney,
 Charles E. Tileston,
 James A. Walker.

Girls.

Mary A. Barrett,
 Phebe E. Bent,
 Alice G. Bird,
 Carrie T. Buffum,
 Charlotte F. Dewick,
 Jane F. Furlong,
 Margaret I. Hurley,
 Fannie M. Jasper,
 Catherine L. Lalley,
 Stella MacBride,
 Susannah J. Markham,
 Inez H. Miller,
 Julia E. O'Connell,
 Ellen F. Phillips,
 Ellen G. Reddington,
 Theresa A. Rich.

MINOT SCHOOL.

Boys.

Ernest Y. Berry,
 William F. Dacey,
 Fred P. Hayward,
 George W. Hight,
 Lenox B. Smith,
 Henry West.

Girls.

Mary G. Alden,
 Evelyn M. Card,
 Mary M. Dacey,
 Mary L. Dorsey,

Mary A. Dunn,
 Marie W. Eastman,
 May R. Hunt,
 Helen D. Hyde,
 Elsie M. Littlefield,
 Delia E. Morrison,
 Caroline N. Pike,
 Grace Stock,
 Mary E. Sullivan,
 Fannie A. Whittemore.

MOUNT VERNON SCHOOL.

Boys.

George F. Earnshaw,
 Henry K. Guild,
 George W. Harring,
 Guy F. Newhall,
 Paul A. Peters,
 William L. Smith.

Girls.

Jennie L. Boyden,
 Sarah M. Chamberlain,
 Annie C. French,
 Florence M. Hathaway,
 Emma May,
 Lena A. Meyer,
 Mary T. Meyer,
 Lillian A. North,
 Frances K. Tripp.

NORCROSS SCHOOL.

Girls.

Virginia F. Barron,
 Charlotte E. Brady,
 Agnes M. Clarke,
 Eliza P. Clarkson,
 Mary E. T. Connell,
 Alice M. G. Cully,
 Josephine G. Dacey,
 Alice L. Donavan,
 Elizabeth G. Drummond,
 Ellen L. Dyer,
 Catharine L. Fitzgerald,
 Mary J. Fitzgerald,
 Rose A. Knox,

Sophia A. Kohler,
 Margaret A. Leahy,
 Annie Levy,
 Elizabeth F. Lovett,
 Margaret G. Mahoney,
 Annie L. McDonald,
 Katharine F. McGinley,
 Mary A. McGinley,
 Grace W. Murphy,
 Bridget M. O'Donnell,
 Elizabeth F. Pendergast,
 Clara C. Pray,
 Julia A. Rourke,
 Margaret A. Rule,
 Catharine E. Ryan,
 Mary L. Smith,
 Ethel A. Webster,
 Annie L. Welch,
 Ellen E. G. Welch.

PHILLIPS SCHOOL.

Boys.

Levi W. Bates,
 Joshua S. Bragdon,
 Edward C. Brewster,
 George A. Brooks,
 Henry G. Burke,
 Daniel J. Carney, jr.,
 Frederick Carroll,
 Russell T. Churchill,
 William H. Coogan,
 Geula A. Craig, jr.,
 Edward S. Crockett,
 John E. Cronin,
 William F. Dever,
 John J. Ferdnan,
 Alonzo F. Harrington,
 Charles F. Johnson,
 Harry H. Kimball,
 Charles A. Kingsley,
 William H. Leonard,
 John T. Lyons,
 John McGaw, jr.,
 Edwin McNeil,
 Frank O. Morgan,
 John J. Murray,
 William H. Norris,

George D. Norton,
Dennis J. O'Brien,
John P. O'Brien,
Edmund L. Powers,
Charles S. Smith,
Kenson E. Taylor,
John J. Tobin,
William B. Toomey,
Frederick J. Tutein, jr.,
George W. Walsh,
Solomon Yeretsky.

PRESCOTT SCHOOL.

Boys.

Frederic B. Arbogast,
Michael J. Carey,
Herbert H. Fillebrown,
Albert R. Foster,
Frank J. Golden,
Joseph A. Golden,
Benjamin K. Jeffrey,
George E. Keyo,
William F. Lamont,
William A. McDonald,
James E. McLaughlin,
Thomas G. Murphy,
Alfred E. Nash,
Edwin L. Phipps,
George H. Prior,
Lyman S. Rich,
James H. Ruggles,
Frank A. Sanborn,
Daniel E. Sweeney,
George B. Tarbox.

Girls.

Alice C. Burgess,
Florence A. Burnett,
Sadie B. Dwight,
Catharine H. Fay,
Octavia H. Ferguson,
Jane F. Ginn,
Annie M. Griffin,
Annie M. Kelley,
Ina B. Maxfield,
Annie K. McLam,
Agnes C. O'Brien,

Alice A. Rollins,
Henrietta F. Rooks,
Blanche L. Seavey,
Flora A. Seavey,
Ida R. Turner,
Gertrude M. White,
Hattie E. White.

PRINCE SCHOOL.

Boys.

James H. Bell,
William F. Boos,
Frederick W. Clapp,
Philip S. Davis,
William H. Gavin,
Leon W. Ham,
Edwin Guy Helm,
Frank W. Herrick,
Albert T. Lord,
Henry A. Morss,
Alfred Mudge,
Louis F. Neuert,
Carleton E. Noyes,
Charles Read Nutter,
Ross Parker,
George B. Perkins,
Austin M. Pinkham,
Spencer C. Richardson,
Charles M. Sanborn,
Arthur A. Shurtleff,
Eugene C. Smith,
Lombard Stickney,
Francis O. Yost.

Girls.

Eva Ballard,
Stella B. Barnard,
Edith T. Belches,
Selina A. Black,
Mabel Blanchard,
Alice V. Clapp,
Annie G. Cunningham,
Mary B. Dean,
F. Belle Devereaux,
Blanche Elkan,
Louise A. Grout,
Lillie W. Ingram,

Susie W. Johnson,
 Alice M. Joy,
 Florence Knight,
 Grace S. Krebs,
 Bertha Langmaid,
 Arolyn C. Leavitt,
 Hattie McCarter,
 Mary E. McGary,
 Mabel F. Morse,
 Mabel L. Nute,
 Mary L. Patten,
 Lillie C. Smith,
 Frances Torrey,
 Mary R. Underwood,
 Cornelia F. Whittier.

QUINCY SCHOOL.

Boys.

Abraham Alexander,
 William J. Bahmer,
 James F. Barry,
 John E. Barry,
 John J. Barry,
 George A. J. Brown,
 Walter E. Clark,
 John F. Connell,
 Dennis J. Donovan,
 Jeremiah F. Driscoll,
 Maurice F. Fitzgerald,
 William M. Gallagher,
 John J. Hancy,
 Edward F. Harkins,
 John J. Holland,
 Joseph E. Ingoldsby,
 William Lewis,
 John J. Madden,
 William F. Manning,
 Charles A. McShane,
 David A. Mehiggen,
 Isaac Morgenstern,
 John T. Murphy,
 Walter L. F. Murphy,
 Michael F. Reardon,
 Henry W. Ring,
 Nesbert P. Ryan,
 Walter E. Scannell,

Patrick E. Shea,
 Samuel F. Skelton,
 James H. Smyth,
 Thomas I. Tighe,
 Andrew J. Waggett,
 Joseph G. White,
 James G. Witherington.

RICE SCHOOL.

Boys.

Frederick Blake,
 Charles A. Brett,
 Robert O. Brigham,
 John H. Burke,
 Edward B. Clapp,
 Charles A. Cline,
 Henry H. Crocker,
 Alonzo G. Cross,
 Lindsay T. Damon,
 Timothy Downing,
 Theodore C. Erb,
 Amos T. Farrar, jr.,
 Hollis B. Goodnow,
 Henry Hambro,
 Fred T. Hemenway,
 Dennis Lynch,
 Frank E. McCabe,
 Natt Miller,
 Sherburne N. Miller,
 Charles F. Nagle,
 James H. Neal,
 George R. Scannell,
 Delmar H. Tarleton,
 Harold W. Worthley,
 Edwin C. Young.

SHERWIN SCHOOL.

Boys.

Lyde W. Benjamin,
 Frank E. Delano,
 Harrington L. Dickie,
 James C. Dodge,
 James E. Donnelly,
 Eugene Dowd,
 Francis J. Googins,

William G. Grundy,
 Edward H. Hayes,
 Edward M. Mahan,
 George A. Morris,
 John F. Morris,
 Thomas F. Morrison,
 John C. Murphy,
 William Murphy,
 John J. O'Lalor,
 George T. Potter,
 Walter H. Potter,
 James B. Semple,
 James P. Shea,
 John J. Sheehan,
 Fred Spenceley,
 David Thom,
 Arthur N. Weaver,
 Samuel C. Woodcock,
 Otto W. Youngren.

SHURTLEFF SCHOOL.

Girls.

Nellie L. Broderick,
 Mary L. Brown,
 Maggie A. Burns,
 Mary E. Cahill,
 Nida B. Clark,
 Elva C. Coulter,
 Minnie I. Davis,
 Grace H. Dunne,
 Eleanor F. Elton,
 Euphemia M. Fallon,
 Annie P. Gilchrist,
 Martha M. Godfrey,
 Cora I. Greene,
 Emma J. Halliday,
 Mary J. Harkins,
 Annie M. Harrington,
 Arvilla T. Harvey,
 Carrie M. Hodsdon,
 Mary F. Hogan,
 Mary E. Irwin,
 Annie M. Keller,
 Florence E. Kimball,
 Mary G. Leary,
 Josephine A. Martin,

Eva Morley,
 Hattie D. O'Malley,
 Elizabeth M. O'Neil,
 Carrie E. Paget,
 Helen F. Patterson,
 Carrie L. B. Prescott,
 Anna S. Proute,
 Nellie H. Reed,
 Mary J. Ricker,
 Blanche A. Robinson,
 Emma H. Ross,
 Josie A. Saben,
 Elizabeth R. Slattery,
 Abbie A. Smith,
 Elizabeth M. Suter,
 Carrie A. Thayer,
 Beatrice M. Tower,
 Mary E. Weale,
 Alice M. Winslow,
 Laura A. Wood.

STOUGHTON SCHOOL.

Boys.

J. Henry Bourne,
 Albert H. Durell,
 J. Brooks Gilbert,
 Wilbur C. Littlefield,
 Joseph T. McGovern,
 E. Francis Merrill,
 C. Frank Phipps,
 Mark J. Tierney,
 Herbert W. Woods.

Girls.

Annie M. Abbott,
 Edith F. Abbott,
 Lizzie F. Beal,
 Annie Campbell,
 Susan J. Clark,
 Ada F. Gilman,
 Carrie B. Ireland,
 H. Louisa Johnson,
 Emma E. Mitchell,
 Ellen F. Ripley,
 Louise Robinson,
 Mabel F. Shorey.

TILESTON SCHOOL.

Boys.

William J. Chamberlain,
 William H. Crosman,
 John D. Lowrie,
 George H. McIntosh,
 Edward W. Morris.

Girls.

Mercie A. Crosman,
 Janet B. Gray,
 Ettie F. Stearns.

WARREN SCHOOL.

Boys.

Isaac M. Brockbank,
 Harry S. Brockway,
 Harry H. Bursley,
 Charles E. Crowther,
 Augustus L. Dearborn,
 Walter F. Emery,
 Walter L. Harrington,
 Liverus Hull Howe,
 Harry L. McCartee,
 William N. Nealley,
 William H. Pease,
 Charles D. Sanderson,
 Herbert E. Small,
 Henry A. Taff.

Girls.

Kate L. Aborn,
 Bessie Bean,
 Carrie D. Beddoe,
 E. Gertrude Brown,
 Grace M. Brown,
 Minnie E. Clark,
 May F. Daniels,
 Mamie B. Derby,
 Alice F. Fifield,
 Lydia M. Good,
 Lora A. Guernsey,
 Bertha E. Harrington,
 Grace I. Hayden,
 Grace L. Kelso,
 Mary E. Locke,

Lillie J. Melendy,
 Barbetta A. Mülle,
 Mary L. Murphy,
 Grace A. Park,
 Lavinia B. Pike,
 Grace J. Rea,
 Eva Smith,
 Grace H. Smith,
 Mary W. Smith,
 Roxie M. Tibbetts,
 Hattie E. Tilden,
 Daisy L. Towle,
 Etta L. Vivian,
 Gertrude L. Washburn,
 Annie I. Webster.

WELLS SCHOOL.

Girls.

Minnie M. Abbott,
 Jessie G. Allen,
 Estella M. Annable,
 Mary F. Armstead,
 Florence V. Blackman,
 Belle A. Borrowscale,
 Julia A. Burns,
 Elizabeth A. Crowley,
 Grace G. Dean,
 Katie E. Dolan,
 Adelaide R. Donovan,
 Mary F. Ennis,
 Nettie L. Flood,
 Sarah A. Greeley,
 Clara C. Hayes,
 Annie E. Hill,
 Harriet B. Hudson,
 Ida M. Humphrey,
 Hannah Isenberg,
 Gertrude L. Kemp,
 Mary F. King,
 Sarah Livingston,
 Mary F. Maguire,
 Katie B. McLeod,
 Mary F. Murray,
 Eva M. Pearson,
 Elizabeth L. Salmon,
 Margaret M. Sparks,
 Nellie F. Sweeney,

Frances M. Sylvester,
Mary A. Tafe,
Carrie A. Theobald.

WINTHROP SCHOOL.

Girls.

Florence L. Baker,
Nora A. Barry,
Isabel F. Belcher,
Mary C. Booth,
Emma G. Burditt,
Rosa Buxbaum,
Josephine H. Calef,
Jennie E. Carroll,
Nellie G. Costello,
Ellen C. Crowley,
Abbie L. Desmond,
Etta E. De Young,
Mary L. Fitzpatrick,
Grace E. Gannon,
Cecelia A. Getto,
Mary C. Glassett,
Nellie V. M. Grady,
Katie A. C. Hagerty,
Eva R. Harrington,
Annie E. Hinnegan,
Mary L. Houghton,
Louise A. Ireland,
Mary A. Kyle,

Paulina Land,
Minnie G. Laskey,
Charlotte Lyons,
Sabra M. Mackinnon,
Kittie J. Mahoney,
Mary E. Manning,
Margaret A. McCarthy,
Mary McDevitt,
Agnes T. McGaregill,
Marguerite J. O'Connor,
Carrie E. Pendleton,
Nellie M. Pinkham,
Mary Rogers,
Mary O. Sampson,
Margaret A. Shea,
Charlotte C. Shefton,
Emma J. Smith,
Sarah Smith,
Agnes C. Sullivan,
Mary Trask,
Annie Wagner,
Grace E. Waitt,
Lillie M. Walker,
Maria B. Walker,
Esther M. Waxman,
Mary E. Webber,
Jennie Weeks,
Ellen G. Wholey,
Nellie F. Wholey,
Amy T. Wilson.

BOSTON SCHOOL REGIMENT.

GEN. HOBART MOORE, INSTRUCTOR IN MILITARY DRILL.

ROSTER, 1885-86.

Colonel. — R. G. Brown (English High School).*Lieutenant-Colonel.* — Joseph Vila (Latin School).

FIRST BATTALION (English High School).

Major. — Walter Littlefield.*Adjutant.* — R. L. Stedman.*Quartermaster.* — A. K. Cohen.*Sergeant-Major.* — C. P. Silsby.*COMPANY A.* — *Captain.* — J. E. Morse, Jr.; *First Lieutenant.* — C. H. Sleeper; *Second Lieutenant.* — J. H. Barnes, Jr.*COMPANY B.* — *Captain.* — H. F. Baker; *First Lieutenant.* — H. T. Coe; *Second Lieutenant.* — J. Land.*COMPANY C.* — *Captain.* — E. H. Smith; *First Lieutenant.* — C. B. Hall; *Second Lieutenant.* — E. W. Capen.*COMPANY D.* — *Captain.* — E. E. Castillo; *First Lieutenant.* — W. L. Day; *Second Lieutenant.* — A. H. Rogers.*COMPANY E.* — *Captain.* — C. F. O'Brien; *First Lieutenant.* — F. D. Chester; *Second Lieutenant.* — H. C. Mildram.*COMPANY F.* — *Captain.* — A. T. Reed; *First Lieutenant.* — N. G. Stanley; *Second Lieutenant.* — A. L. Norton.*COMPANY G.* — *Captain.* — W. G. Howard; *First Lieutenant.* — W. Mossman; *Second Lieutenant.* — W. Klein.

SECOND BATTALION.

Major. — D. Seaverns.*COMPANY A.* (Roxbury High School.) — *Captain.* — T. J. Dooling; *First Lieutenant.* — A. L. Stockman; *Second Lieutenant.* — J. F. Sullivan.*COMPANY B.* (Dorchester High School.) — *Captain.* — J. D. Shepard; *First Lieutenant.* — J. H. Farrell; *Second Lieutenant.* — O. J. McLaughlin.

COMPANY C. (Roxbury High School.) *Captain.* — J. Seaver; *First Lieutenant.* — H. S. Kimball; *Second Lieutenant.* — C. A. Allen.

COMPANY D. (Charlestown High School.) — *Captain.* — E. E. Allen; *First Lieutenant.* — G. L. Gilmore; *Second Lieutenant.* — R. B. Loring.

COMPANY E. (Brighton High School.) — *Captain.* — J. E. Hannigan; *First Lieutenant.* — Henry E. Carson; *Second Lieutenant.* — E. A. Loomis.

COMPANY F. (West Roxbury High School.) — *Captain.* — F. M. Keezer; *First Lieutenant.* — C. M. Koopman; *Second Lieutenant.* — H. J. Jackson.

COMPANY G. (East Boston High School.) — *Captain.* — G. W. Fitch; *First Lieutenant.* — H. E. Bragdon; *Second Lieutenant.* — W. E. Plummer.

COMPANY H. (East Boston High School.) — *Captain.* — J. Watson; *First Lieutenant.* — E. W. Swan; *Second Lieutenant.* — A. H. Jenkins.

COMPANY I. (Charlestown High School.) — *Captain.* — C. Sargent; *First Lieutenant.* — O. F. Sager; *Second Lieutenant.* — C. E. Starks.

THIRD BATTALION. (Latin School.)

Major. — Harry E. Burton.

Adjutant. — Clement G. Morgan.

Quartermaster. — Vernon V. Skinner.

Sergeant-Major. — George L. West.

COMPANY A. — *Captain.* — Robert C. Johnson; *First Lieutenant.* — Thomas S. Woods; *Second Lieutenant.* — William A. Quinn.

COMPANY B. — *Captain.* — Charles H. Taylor; *First Lieutenant.* — Arthur H. Pingree; *Second Lieutenant.* — Francis W. Bacon.

COMPANY C. — *Captain.* — Clifford G. Twombly; *First Lieutenant.* — Philip S. Parker; *Second Lieutenant.* — John W. T. Leonard.

COMPANY D. — *Captain.* — George L. Osgood; *First Lieutenant.* — Richard D. Ware; *Second Lieutenant.* — Almon G. Morse.

COMPANY E. — *Captain.* — Joseph E. Rourke; *First Lieutenant.* — Franklin L. Codman; *Second Lieutenant.* — John H. Boynton.

COMPANY F. — *Captain.* — Andrew M. Morton; *First Lieutenant.* — Walter R. Lamkin; *Second Lieutenant.* — Francis E. Burke.

COMPANY G. — *Captain.* — George V. Leahy; *First Lieutenant.* — Hadley G. Fuller; *Second Lieutenant.* — Francis E. Park.

FOURTH BATTALION. (English High School.)

Major. — W. O. Perkins.

Adjutant. — C. C. Babb.

Quartermaster. — A. K. Peck.

Sergeant-Major. — J. B. Pickett.

COMPANY A. — *Captain.* — J. A. Jackson; *First Lieutenant.* — E. D. Duncan; *Second Lieutenant.* — W. A. Johnston.

COMPANY B. — *Captain.* — F. S. Hicks; *First Lieutenant.* — C. F. Farren; *Second Lieutenant.* — J. J. Kelley.

COMPANY C. — *Captain.* — C. A. Howe; *First Lieutenant.* — E. Putnam; *Second Lieutenant.* — D. F. Follett.

COMPANY D. — *Captain.* — H. H. Wood; *First Lieutenant.* — F. C. Rising; *Second Lieutenant.* — J. H. Woodsum, Jr.

COMPANY E. — *Captain.* — W. S. Barker; *First Lieutenant.* — H. B. Hodgate; *Second Lieutenant.* — B. Capen, Jr.

COMPANY F. — *Captain.* — H. M. Goodwin; *First Lieutenant.* — C. Hayden; *Second Lieutenant.* — C. W. Godfrey.

Drum-Major. — J. H. Waterman.

ORGANIZATION
OF
SCHOOL COMMITTEE
FOR
1886.

SCHOOL COMMITTEE, 1886.

HON. TIMOTHY J. DACEY, *President.*

[Term expires January, 1887.]

Charles L. Flint,	John C. Crowley,
Charles T. Gallagher,	Abram E. Cutter,
James C. Davis,	James S. Murphy,
Nahum Chapin,	Emily A. Fifield, ²
George H. Plummer, ¹	Gerald Griffin. ¹

[Term expires January, 1888.]

Francis A. Walker,	Samuel Eliot,
John W. Porter,	William J. McCormick,
John G. Blake,	A. Gaston Roeth,
Russell D. Elliott,	Joseph D. Fallon.

[Term expires January, 1889.]

William C. Williamson,	Bordman Hall,
William A. Dunn,	Edwin H. Darling,
Timothy J. Dacey,	Raphael Lasker,
Henry Canning,	George B. Hyde.

OFFICERS OF THE BOARD.

President.

HON. TIMOTHY J. DACEY.

Secretary.

PHINEAS BATES.

Auditing Clerk.

WILLIAM J. PORTER.

Superintendent.

EDWIN P. SEAVER.

Supervisors.

SAMUEL W. MASON,	LUCRETIA CROCKER, ³
ELLIS PETERSON,	ROBERT C. METCALF,
JOHN KNEELAND,	GEORGE H. CONLEY.

Messenger.

ALVAH H. PETERS.

¹ Resigned.

² Elected to fill a vacancy.

³ Deceased.

STANDING COMMITTEES.

-
- ACCOUNTS. — William C. Williamson, *Chairman*; Messrs. Porter, Darling, Canning, and Griffin.
- ANNUAL REPORT. — Edwin H. Darling, *Chairman*; Messrs. Eliot and Walker.
- DRAWING AND MUSIC. — Charles T. Gallagher, *Chairman*; Messrs. Cutter, Williamson, Walker, and Lasker.
- ELECTIONS. — Edwin H. Darling, *Chairman*; Messrs. Porter and Roeth.
- EVENING SCHOOLS. — Charles T. Gallagher, *Chairman*; Messrs. Lasker, Williamson, Murphy, and Dacey.
- EXAMINATIONS. — John C. Crowley, *Chairman*; Messrs. Hyde, Flint, Fallon, and Eliot.
- HORACE MANN SCHOOL. — Samuel Eliot, *Chairman*; Messrs. Walker and Davis.
- HYGIENE. — Russell D. Elliott, *Chairman*; Messrs. Crowley and Blake.
- MANUAL TRAINING SCHOOL. — James S. Murphy, *Chairman*; Messrs. Blake and Walker.
- NOMINATIONS. — Abram E. Cutter, *Chairman*; Messrs. Dacey, Porter, Eliot, and Dunn.
- RULES AND REGULATIONS. — Charles L. Flint, *Chairman*; Messrs. Gallagher, Fallon, Murphy, and Hall.
- SALARIES. — Nahum Chapin, *Chairman*; Messrs. Hyde, Cutter, Hall, and Mrs. Fifield.
- SCHOOL-HOUSES. — Nahum Chapin, *Chairman*; Messrs. Davis, Darling, Lasker, and Canning.
- SEWING. — Emily A. Fifield, *Chairman*; Messrs. Walker, Roeth, Hall, and Canning.
- SUPPLIES. — James C. Davis, *Chairman*; Messrs. Chapin, Dacey, Elliott, and Murphy.
- TEXT-BOOKS. — John G. Blake, *Chairman*; Messrs. Crowley, Flint, Davis, and Fallon.
- TRUANT OFFICERS. — Russell D. Elliott, *Chairman*; Messrs. Hyde, Roeth, Dunn, and Griffin.
-

NORMAL, HIGH SCHOOL, AND DIVISION
COMMITTEES.

-
- NORMAL SCHOOL. — George B. Hyde, *Chairman*; Messrs. Murphy, Williamson, Walker, and Dacey.

- HIGH SCHOOLS.** — Charles L. Flint, *Chairman*; Messrs. Blake, Gallagher, Crowley, and Eliot.
- FIRST DIVISION.** — Bordman Hall, *Chairman*; Messrs. Chapin, Cutter, Dunn, and Mrs. Fifield.
- SECOND DIVISION.** — Abram E. Cutter, *Chairman*; Messrs. Chapin, Murphy, Darling, and Griffin.
- THIRD DIVISION.** — Edwin H. Darling, *Chairman*; Messrs. Elliott, Dacey, Eliot, and Dunn.
- FOURTH DIVISION.** — John C. Crowley, *Chairman*; Messrs. Williamson, Davis, Walker, and Roeth.
- FIFTH DIVISION.** — Raphael Lasker, *Chairman*; Messrs. Hyde, Blake, Fallon, and Davis.
- SIXTH DIVISION.** — Joseph D. Fallon, *Chairman*; Messrs. Gallagher, Roeth, Porter, and Canning.
- SEVENTH DIVISION.** — James S. Murphy, *Chairman*; Messrs. Crowley, Lasker, Williamson, and Griffin.
- EIGHTH DIVISION.** — James C. Davis, *Chairman*; Messrs. Hyde and Elliott.
- NINTH DIVISION.** — John W. Porter, *Chairman*; Mr. Eliot, Mrs. Fifield.

SPECIAL COMMITTEES.

LEGISLATIVE MATTERS.

Charles T. Gallagher, *Chairman*; Messrs. Williamson, Crowley.

SCHOOLS.

Normal School and Rice Training School.

Latin School, Girls' Latin School, English, Girls', Roxbury, Dorchester, Charlestown, West Roxbury, Brighton, and East Boston High Schools.

GRAMMAR SCHOOLS.

First Division. — Adams, Chapman, Emerson, Lyman.

Second Division. — Bunker Hill, Frothingham, Harvard, Prescott, Warren.

Third Division. — Bowdoin, Eliot, Hancock, Phillips, Wells.

Fourth Division. — Brimmer, Prince, Quincy, Winthrop.

Fifth Division. — Dwight, Everett, Franklin, Hyde, Sherwin.

Sixth Division. — Andrew, Bigelow, Gaston, Lawrence, Lincoln, Norcross, Shurtleff.

Seventh Division. — Comins, Dearborn, Dillaway, Dudley, George Putnam, Lewis, Lowell.

Eighth Division. — Agassiz, Allston, Bennett, Charles Sumner, Hillside, Mt. Vernon.

Ninth Division. — Dorchester-Everett, Gibson, Harris, Mather, Minot, Stoughton, Tileston.

SUPERINTENDENT OF SCHOOLS.

EDWIN P. SEAYER, Newton Highlands. Office hours, Mondays to Fridays, 1 to 2 P.M., Saturdays, 12 A.M. to 1 P.M.

BOARD OF SUPERVISORS.

SAMUEL W. MASON, 105 Washington ave., Chelsea. Office hour, Friday, 1 P.M.

LUCRETIA CROCKER,¹ 40 Rutland sq. Office hour, Wednesday 4.30 P.M.

ELLIS PETERSON, corner Chestnut ave. and Green street, Jamaica Plain. Office hour, Thursday, 4.30 to 5.30 P.M.

ROBERT C. METCALF, Winchester. Office hour, Friday, 1 P.M.

JOHN KNEELAND, 31 Winthrop street, Roxbury. Office hour, Wednesday, 4.30 P.M.

GEORGE H. CONLEY, School Committee Rooms, Mason street. Office hour, Monday, 4.30 P.M.

Regular meetings of the Board of Supervisors on the Friday following each regular meeting of the School Committee, at 2.30 P.M.

SUPERVISORS OF SCHOOLS.

(To take effect Sept. 1, 1886.)

SAMUEL W. MASON. — Bowdoin, Eliot, Hancock, Lawrence, Norcross, Phillips, and Wells Districts.

LUCRETIA CROCKER.¹ — Normal, Girls' High, Roxbury High, and Horace Mann Schools; Brimmer, Comins, George Putnam, Lewis, Lowell, Prince, and Winthrop Districts.

ELLIS PETERSON. — Latin, Girls' Latin, English and West Roxbury High Schools; Rice Training School; Agassiz, Charles Sumner, Dillaway, Dudley, Dwight, Everett, Hillside, and Mt. Vernon Districts.

ROBERT C. METCALF. — Bigelow, Bunker Hill, Frothingham, Gaston, Harvard, Lincoln, Prescott, Shurtleff, and Warren Districts.

¹ Died October 9, 1886.

JOHN KNEELAND. — Dearborn, Dorchester-Everett, Franklin, Gibson, Harris, Hyde, Mather, Minot, Sherwin, Stoughton, and Tileston Districts.

GEORGE H. CONLEY. — Brighton, Charlestown, Dorchester, and East Boston High Schools; Adams, Allston, Andrew, Bennett, Chapman, Emerson, Lyman, and Quincy Districts.

SUPERVISORS IN CHARGE OF BRANCHES OF INSTRUCTION.

(To take effect Sept. 1, 1886.)

SAMUEL W. MASON. — Physical Culture, Physiology, and Hygiene, History, Writing.

LUCRETIA CROCKER. — Observation Lessons, Geography, Astronomy, Botany, Zoölogy, Sewing.

ELLIS PETERSON. — Arithmetic, in a part of the city (Divisions 5, 6, 7, 8, 9), Algebra, Geometry, Trigonometry, Greek, Psychology.

ROBERT C. METCALF. — Language (oral and written expression), Grammar, Chemistry.

JOHN KNEELAND. — Reading, English Literature, Physics.

GEORGE H. CONLEY. — Arithmetic, in a part of the city (Divisions 1, 2, 3, 4), Book-keeping, Latin, French.

NORMAL SCHOOL.

Corner of Dartmouth and Appleton streets.

Head Master. — Larkin Dunton. *1st Asst.* — L. Theresa Moses. *2d Assts.* — Annie E. Chase, Katharine H. Shute. *Special.* — W. Bertha Hintz.

RICE TRAINING SCHOOL.

GRAMMAR.

Corner of Dartmouth and Appleton streets.

Master. — D. A. Hamlin. *Sub-Masters.* — Charles F. Kimball, Joseph L. Caverly. *1st Asst.* — Martha E. Pritchard. *2d Asst.* — Florence Marshall, *3d Assts.* — Ella T. Gould, E. Maria Simonds, Eliza Cox, Dora Brown, Mattie H. Jackson, Ella C. Hutchins, Harriet H. Norcross, Lizzie M. Burnham. *Janitor.* — Amos Albee.

PRIMARY.

Appleton street.

2d Asst. — Ella F. Wyman. *4th Assts.* — Grace Hooper, Sarah E. Bowers, Anna B. Badlam, Emma L. Wyman, Gertrude F. Bigelow, Mabel I. Emerson, Clara C. Dunn. *Janitor.* — George W. Collings.

LATIN AND HIGH SCHOOLS.

PUBLIC LATIN SCHOOL.

Warren avenue.

Head Master. — Moses Merrill. *Masters.* — Charles J. Capen, Arthur I. Fiske, Joseph W. Chadwick, Byron Groce, Edward P. Jackson, Frank W. Freeborn, John K. Richardson. *Junior Masters.* — George W. Rollins, Grenville C. Emery, Henry C. Jones, Thomas A. Mullen. *Janitor.* — Matthew R. Walsh.

GIRLS' LATIN SCHOOL.

West Newton street.

Head Master. — John Tetlow. *Master.* — William Gallagher. *Assistants.* — Jennie R. Sheldon, Augusta R. Curtis, Jessie Girdwood, Anna Van Vleck, Alice H. Luce. *Physical Culture.* — Martha S. Hussey. *Janitor.* — Thomas Appleton.

ENGLISH HIGH SCHOOL.

Montgomery street.

Head Master. — Francis A. Waterhouse. *Masters.* — Luther W. Anderson, Robert E. Babson, L. Hall Grandgent, Charles B. Travis, Alfred P. Gage, John F. Casey, Manson Seavy, Jerome V. Poole, Samuel C. Smith. *Junior Masters.* — Wm. H. Sylvester, Rufus P. Williams, Frank O. Carpenter, Melvin J. Hill, Walter H. Russell, James E. Thomas, George W. Evans, William B. Snow. *Janitor.* — Patrick W. Tighe.

GIRLS' HIGH SCHOOL.

West Newton street.

Head Master. — John Tetlow. *Asst. Principal.* — Harriet E. Caryl. *1st Asst.* — Margaret A. Badger. *Assistants.* — Alla W. Foster, Charlotte M. Gardner, Helen A. Gardner, Augusta C. Kimball, Mary B. King, Katherine Knapp, Parnell S. Murray, V. Colonna Murray, S. J. C. Needham, Emerette O. Patch, Emma G. Shaw, Sarah A. Shorey, Lizzie L. Smyth, Adeline L. Sylvester, Emma A. Temple, Clara E. Webster, Lucy R. Woods. *Vocal and Physical Culture.* — Helen D. Baright. *Chemistry.* — Laura B. White. *Laboratory Asst.* — Margaret C. Brawley. *Janitor.* — Thomas Appleton.

ROXBURY HIGH SCHOOL.

Kenilworth street.

Master. — Charles M. Clay. *1st Asst.* — Emily Weeks. *Assistants.* — Eliza D. Gardner, Clara Bancroft, Clara H. Balch, James A. Beatley. *Janitor.* — Thomas Colligan.

DORCHESTER HIGH SCHOOL.

Centre street, corner Dorchester avenue.

Master. — Elbridge Smith. *1st Asst.* — Mary W. Hall. *Assistants.* — Rebecca V. Humphrey, Laura F. Hovey, Elizabeth M. Ritter. *Janitor.* — Thomas J. Hatch.

CHARLESTOWN HIGH SCHOOL.

Monument square.

Head Master. — John O. Norris. *Assistants.* — Ella F. Brown, Adelaide E. Somes, Alla F. Young, Abbie F. Nye, Sarah Shaw, Mary C. C. Goddard. *Janitor.* — Joseph Smith.

WEST ROXBURY HIGH SCHOOL.

Elm street, Jamaica Plain.

Master. — George C. Mann. *Assistants.* — Edna F. Calder, Josephine L. Sanborn, Alma S. Brigham. *Janitor.* — J. J. Wentworth.

BRIGHTON HIGH SCHOOL.

Academy Hill.

Master. — Benjamin Wormelle. *Assistants.* — Marion A. Hawes, Ida M. Curtis. *Janitor.* — John W. Remmonds.

EAST BOSTON HIGH SCHOOL.

Public Library Building, Paris and Meridian streets.

Master. — Charles J. Lincoln. *Assistants.* — Emily J. Tucker, Lucy R. Beadle, Kate W. Cushing, Sarah L. Dyer. *Janitor.* — Samuel H. Gradon.

SPECIAL INSTRUCTORS.

John B. Moran, M. D., *Instructor in Hygiene.*

DRAWING.

Henry Hitchings, *Director.*

MUSIC.

Julius Eichberg, Latin, Girls' Latin, English High, Girls' High, Roxbury High, Dorchester High, Charlestown High, West Roxbury High, Brighton High, East Boston High, Schools.

J. B. Sharland, Hyde, Franklin, Sherwin, Comins, Dearborn, Dudley, Dillaway, George Putnam, Lewis, Lowell, Agassiz, Hillside, Schools.

Hosea E. Holt, Normal, Wells, Eliot, Hancock, Andrew, Bigelow, Gaston, Lawrence, Lincoln, Norcross, Shurtleff, Bowdoin, Phillips, Schools.

J. M. Mason, Adams, Chapman, Emerson, Lyman, Bunker Hill, Frothingham, Harvard, Prescott, Warren, Charles Sumner, Mt. Vernon, Quincy, Winthrop, Schools.

Henry G. Carey, Rice, Brimmer, Prince, Dwight, Everett, Allston, Bennett, Dorchester-Everett, Gibson, Harris, Mather, Minot, Stoughton, Tileston, Schools.

FRENCH.

Philippe de Sénancour, Latin School.

Eugene Raymond, English High, Charlestown High, East Boston High, Schools.

Henri Morand, Brighton High, Roxbury High, Dorchester High, West Roxbury High, Schools.

Marie de Maltehycé, Girls' High School.

GERMAN.

J. Frederick Stein, Girls' High, Roxbury High, Dorchester High, East Boston High, Charlestown High, Brighton High, Schools.

MILITARY DRILL.

Hobart Moore, Latin, English High, Roxbury High, Dorchester High, Charlestown High, West Roxbury High, Brighton High, East Boston High, Schools.

A. Dakin, *Armorer*.

SEWING.

Eliza A. Baxter. Winthrop School.

C. L. Bigelow. Bowdoin, Prince, Schools.

Mrs. E. W. Boyd. Harvard, Prescott, Frothingham, Schools.

Mrs. Sarah J. Bray. Charles Sumner, Mt. Vernon, and George Putnam, Schools.

Mrs. Annie E. Brazer. Lowell School.

Mrs. Harriet E. Browne. Minot School.

Helen L. Burton. Lewis, Horace Mann, Schools.

Mrs. Catherine J. Cadogan. Norcross School.

Mrs. Eliza M. Cleary. Shurtleff School.

Mrs. Susan M. Cousens. Chapman, Emerson, Schools.

Isabella Cumming. Winthrop School.

Mrs. Kate A. Doherty. Hancock School.

Mrs. Anna J. Goodwin. Lyman, Winthrop, School.

Mrs. Olive C. Hapgood. Hillside School.

Mrs. Mary E. Jacobs. Dearborn School.

Lizzie S. Kenna. Andrew School.

Delia Mansfield. Comins School.
 Catherine C. Nelson. Gibson, Stoughton, Tileston, Schools.
 Mary E. Patterson. Gaston School.
 M. Elizabeth Robbins. Adams School.
 Mrs. Martha A. Sargent. Everett School.
 Mrs. Julia A. Skilton. Bunker Hill, Prescott, Warren, Schools.
 Mrs. Sarah A. Stall. Allston, Bennett, Schools.
 Mrs. Frances E. Stevens. Wells School.
 Lizzie A. Thomas. Franklin School.
 Mrs. Emma A. Waterhouse. Dillaway School.
 Mrs. M. A. Willis. Dorchester-Everett, Harris, Mather, Minot, Schools.
 Maria L. Young. Hyde School.

FIRST DIVISION.

ADAMS SCHOOL.

Belmont square, East Boston.

Master. — Frank F. Preble. *Sub-Master.* — Joel C. Bolan. *1st Asst.* — Mary M. Morse. *2d Asst.* — — — *3d Assts.* — Clara Robbins, Ellenette Pillsbury, Lina H. Cook, Sarah E. McPhaile, Albertina A. Martin, Harriet Sturtevant, M. Luetta Choate. *Janitor,* Michael J. Burke.

PRIMARY SCHOOLS.

ADAMS SCHOOL, SUMNER STREET.

4th Assts. — Ellen James, Ellen M. Robbins.

WEBSTER-STREET SCHOOL.

2d Asst. — Anna E. Reed. *4th Assts.* — Alice M. Porter, Emma W. Weston, Mary A. Palmer, Grace M. Remick, Nellie B. Tucker, Jennie A. Mayer. *Janitor.* — Mary Campbell.

CHAPMAN SCHOOL.

Eutaw street, East Boston.

Master. — George R. Marble. *Sub-Master.* — Augustus H. Kelly. *1st Assts.* — Annie M. Crozier, Jane F. Reid. *2d Assts.* — Maria D. Kimball, Sarah F. Tenney. *3d Assts.* — Angeline Crosby, Carrie M. Locke, Margaret B. Erskine, Almira I. Wilson, Lucy E. Woodwell, Mary E. Buffum, Jennie L. Waterbury. *Janitor.* — James E. Burdakin.

PRIMARY SCHOOL.

TAPPAN SCHOOL, LEXINGTON STREET.

2d Asst. — Hannah F. Crafts. *4th Assts.* — Maria A. Arnold, Mary C. Hall, Marietta Duncan, Clara A. Otis, Calista W. McLeod, *Janitor.* — Phineas Hull.

EMERSON SCHOOL.

Prescott street, East Boston.

Master. — James F. Blackinton. *Sub-Master.* — J. Willard Brown. *1st Assts.* — Elizabeth R. Drowne, Mary A. Ford. *2d Assts.* — Bernice A. De Merritt, Frances H. Turner. *3d Assts.* — Carrie Ford, Mary D. Day, Sarah A. Bond, Helen M. Souther, Laura S. Plummer, H. Elizabeth Cutter, Juliette J. Pierce. *Janitor.* — Edward C. Chessman.

ORIENT HEIGHTS.

3d Asst. — Lillian G. Bates.

PRIMARY SCHOOLS.

EMERSON SCHOOL, PRESCOTT STREET.

4th Assts. — Hannah L. Manson, Almaretta J. Critchett.

PRINCETON-STREET SCHOOL.

2d Asst. — Mary E. Plummer. *4th Assts.* — Margaret A. Bartlett, Elizabeth A. Turner, Harriette E. Litchfield, Ida J. Breckenbridge, Susan A. Slavin, Lizzie M. Morrissey. *Janitor.* — George J. Merritt.

LYMAN SCHOOL.

Corner Paris and Decatur streets, East Boston.

Master. — Hosea H. Lincoln. *Sub-Master.* — George K. Daniel, Jr. *1st Assts.* — Cordelia Lothrop, Eliza F. Russell. *2d Assts.* — Mary A. Turner, Amelia H. Pitman. *3d Assts.* — Mary P. E. Tewksbury, George R. Keene, Ida E. Haliday, Sibylla A. Bailey, Fannie M. Morris, Clara B. George, Mary E. Morse. *Janitor.* — William Gradon.

PRIMARY SCHOOLS.

LYMAN SCHOOL, PARIS STREET.

2d Asst. — Josephine A. Ayers.

AUSTIN SCHOOL, PARIS STREET.

2d Asst. — Anna I. Duncan. *4th Assts.* — Martha L. Frame, Florence Carver, Fidelia D. Merrick, Mary E. Williams. *Janitor.* — Mrs. Higginson.

WEBB SCHOOL, PORTER STREET.

2d Asst. — Martha H. Palmer. *4th Asst.* — Abby D. Beale, Charlotte A. Pike, Mary L. Sweeney, Jennie A. Soutter. *Janitor.* — Mrs. Matilda Davis.

SECOND DIVISION.

BUNKER HILL SCHOOL.

Baldwin street, Charlestown.

Master. — Samuel J. Bullock. *Sub-Master.* — Henry F. Sears. *1st Assts.* — Mary A. Eaton, Abby P. Josselyn. *2d Assts.* — Mary E. Minter, Angelina M. Knowles. *3d Assts.* — Ida O. Hurd, Clara B. Brown, Eleanor S. Wolff, Emma F. Black, Emma F. Porter, Anna M. Prescott, Cora V. George, Charlotte E. Seavey. *Janitor.* — Josiah C. Burbank.

PRIMARY SCHOOLS.

HAVERHILL-STREET SCHOOL.

4th Assts. — Mary S. Thomas, Annie B. Hunter. *Janitor.* — Margaret O'Brien.

BUNKER HILL-STREET SCHOOL, COR. CHARLES STREET.

4th Assts. — Mary E. Flanders, Elizabeth B. Norton, Sarah A. Smith, Kate C. Thompson, Carrie M. Arnold, Effie G. Hazen, Jennie F. White, Ada E. Bowler, Mary D. Richardson. *Janitor.* — Josiah C. Burbank.

MURRAY CHAPEL, BUNKER HILL STREET.

4th Asst. — Lucy A. Wilson. *Janitor.* — Samuel C. Smith.

FROTHINGHAM SCHOOL.

Corner of Prospect and Edgeworth streets, Charlestown.

Master. — Caleb Murdock. *Sub-Master.* — William B. Atwood. *1st Assts.* — Charlotte E. Camp, Harriet E. Frye. *2d Assts.* — Bial W. Willard, Arabella P. Moulton. *3d Assts.* — Ellen R. Stone, Margaret J. O'Hea, Sarah H. Nowell, Jennie E. Tobey, Lucy A. Seaver, Ellen A. Chapin, Julia M. Burbank. *Janitor.* — Warren J. Small.

PRIMARY SCHOOL.

FROTHINGHAM SCHOOL, PROSPECT STREET.

4th Assts. — Persis M. Whittemore, Martha Yeaton, Helen E. Ramsey.

MOULTON-STREET SCHOOL.

4th Assts. — Mary E. Corbett, Nellie L. Cullis, Louisa W. Huntress, Mary E. Delaney, Fannie M. Lamson. *Janitor.* — Jeremiah F. Horrigan.

FREMONT-PLACE SCHOOL.

4th Asst. — Abbie C. McAuliffe. *Janitor.* — Mrs. Mary Watson.

HARVARD SCHOOL.

Devens street, Charlestown.

Master. — W. E. Eaton. *Sub-Master.* — Darius Hadley. *1st Assts.* — Sarah E. Leonard, Mary A. Lovering. *2d Assts.* — Ann E. Weston, Katharine W. Huston. *3d Assts.* — Ida B. Nute, Amy R. Chapman, Abbie M. Libby, Sarah J. Perkins, Cally E. Gary, Annie E. O'Connor, Eudora F. Sumner. *Janitor.* — Alonzo C. Tyler.

PRIMARY SCHOOL.

HARVARD-HILL SCHOOL.

4th Assts. — Grace H. Bredeen, Catherine C. Brower, Fannie A. Foster, Elizabeth B. Wetherbee, Louisa A. Whitman, Elizabeth F. Doane, Lucy M. Small, Elizabeth R. Cormier, Lana J. Wood. *Janitor.* — Francis A. Hewes.

PRESCOTT SCHOOL.

Elm street, Charlestown.

Master. — Edwin T. Horne. *Sub-Master.* — Seth Sears. *1st Asst.* — Delia A. Varney. *2d Asst.* — Mary C. Sawyer. *3d Assts.* — Julia C. Powers, Lydia A. Nason, Elizabeth J. Farnsworth, Frances A. Craigen, Julia F. Sawyer, M. Lizzie Mailman. *Janitor.* — Thomas Merritt.

PRIMARY SCHOOLS.

PRESCOTT SCHOOL, ELM STREET.

4th Asst. — Lydia E. Hapenny.

POLK-STREET SCHOOL.

4th Assts. — Mary E. Franklin, Emma M. Gregory, Hattie L. Todd, Alice Simpson, Nellie J. Breed, Elizabeth J. Doherty. *Janitor.* — Walter I. Sprague.

BUNKER HILL-STREET SCHOOL, COR. TUFTS STREET.

4th. Assts. — Carrie M. Small, Kate M. Porter. *Janitor.* — Mrs. Mary Watson.

WARREN SCHOOL.

Corner of Pearl and Summer streets, Charlestown.

Master. — E. B. Gay. *Sub-Master.* — Edward Stickney. *1st Assts.* — Sarah M. Chandler, Elizabeth Swords. *2d Assts.* — Anna D. Dalton, Ellen A. Pratt. *3d Assts.* — Mary F. Haire, Julia E. Harrington, Marietta F. Allen, Abby E. Holt, Alice Hall, Mary E. Pierce, Anna M. Pond, Agnes G. Harrington. *Janitor.* — John P. Swift.

PRIMARY SCHOOLS.

WARREN SCHOOL, PEARL STREET.

4th Asst. — Caroline E. Osgood.

CROSS-STREET SCHOOL.

4th Assts. — Mary F. Kittredge, Josephine E. Copeland. *Janitor.* — Alice M. Lyons.

MEAD-STREET SCHOOL.

4th Assts. — M. Josephine Smith, Cora A. Wiley, Carrie F. Gammell, Abby P. Richardson. *Janitor.* — James Shute.

COMMON-STREET SCHOOL.

4th Assts. — Elizabeth A. Prichard, Elizabeth R. Brower, Alice T. Smith. *Janitor.* — William Holbrook.

THIRD DIVISION.

BOWDOIN SCHOOL.

Myrtle street.

Master. — Alonzo Meserve. *1st Assts.* — Sarah R. Smith, Mary Young, *2d Asst.* — Sarah O. Brickett. *3d Assts.* — Eliza A. Fay, Irene W. Wentworth, Dora E. Pitcher, Mary E. Pitcher, Ella L. Macomber, S. Frances Perry. *Janitor.* — James Hamilton.

PRIMARY SCHOOLS.

SOMERSET-STREET SCHOOL.

4th Assts. — Sarah E. Brown, Mabel West, Clara J. Reynolds. *Janitor.* — Mary Keefe.

SHARP SCHOOL, ANDERSON STREET.

2d Asst. — Elizabeth R. Preston. *4th Assts.* — Barbara C. Farrington, Ella E. Morrill, Josephine O. Hedrick, Mary S. Hosmer. *Janitor.* — J. W. Cummings.

ELIOT SCHOOL.

North Bennet street.

Master. — Samuel Harrington. *Sub-Masters.* — Granville S. Webster, Tilson A. Mead, Benjamin Tenney. *1st Asst.* — Frances M. Bodge. *2d Asst.* Adolin M. Steele. *3d Assts.* — Kate L. Dodge, Luciette A. Wentworth, Mary Heaton, Minnie I. Folger, M. Ella Wilkins, Mary E. Hanney, Isabel R. Haskins, Flora F. Joslin, Elizabeth C. Harding. *Janitor.* — P. J. Riordan.

WARE SCHOOL, NORTH BENNET STREET.

3d Assts. — Clara A. Newell, Annie M. H. Gillespie, Mary E. Barrett, Margaret E. Dacey. *Janitor.* — W. S. Riordan.

FORMORT SCHOOL, SNELLING PLACE.

3d Assts. — Mary V. Cunningham, M. Persis Taylor.

PRIMARY SCHOOLS.

FORMORT SCHOOL, SNELLING PLACE.

2d Asst. — Emma C. Clawson. *4th Assts.* — Cleone G. Tewksbury, Sophia E. Krey, Rosa M. E. Reggio. *Janitor.* — Wm. Swansey.

FREEMAN SCHOOL, CHARTER STREET.

2d Asst. — Juliaette Davis. *4th Assts.* — J. Ida Monroe, A. Augusta Coleman, Nellie G. Murphy, Marcella E. Donegan, Harriet E. Lampee. *Janitor.* — Rebecca Marshall.

HANCOCK SCHOOL.

Parmenter street.

Master. — Lewis H. Dutton. *1st Assts.* — Ellen C. Sawtelle, Amy E. Bradford. *2d Assts.* — Josephine M. Robertson, Mary E. Skinner. *3d Assts.* — Helen M. Hitchings, Susan E. Allen, Honora T. O'Dowd, Sophia L. Sherman, Adeline S. Bodge. *Janitor.* — Joseph P. Fleming.

CUSHMAN SCHOOL, PARMENTER STREET.

3d Assts. — Sarah F. Ellis, Elizabeth A. Fisk.

PRIMARY SCHOOLS.

CUSHMAN SCHOOL, PARMENTER STREET.

2d Asst. — Teresa M. Gargan. *4th Assts.* — Sarah E. Ward, Agnes L. Dodge, Harriet M. Fraser, Mary L. Desmond, Mary G. Ruxton, Mary J. Clark, Marcella C. Halliday, M. Lizzie Bryant, Annie B. Grimes, Esther W. Gilman, Lucy A. G. McGilvray, Julia E. Collins. *Janitor.* — Charles E. Miley.

INGRAHAM SCHOOL, SHEAFE STREET.

4th Assts. — Josephine B. Silver, Lucy M. A. Moore. *Janitor.* — Francis Silver.

PHILLIPS SCHOOL.

Phillips street.

Master. — Elias H. Marston. *Sub-Masters.* — George Perkins, Edward P. Shute. *1st Asst.* — Nellie M. Whitney. *2d Asst.* — Adeline F. Cutter. *3d Assts.* — Alice L. Lanman, Ruth E. Rowe, Alice M. Cushing, Sarah W. I. Copeland, Martha A. Knowles, Louie H. Hinckley, Eunice J. Simpson, Helen M. Coolidge, Emeline C. Farley, Mary E. Towle. *Janitor.* — Jeremiah W. Murphy.

PRIMARY SCHOOLS.

GRANT SCHOOL, PHILLIPS STREET.

4th Assts. — Elizabeth S. Parker, Mary J. Leahy, Florida Y. Ruffin. *Janitor.* — Mrs. Catherine O'Sullivan.

BALDWIN SCHOOL, CHARDON COURT.

2d Asst. — Olive Ruggles. *4th Assts.* — Elizabeth K. Bolton, Mary L. Bibbey. *Janitor.* — Charles E. Stone.

WELLS SCHOOL.

Corner Blossom and McLean streets.

Master. — Orlando W. Dimick. *1st Assts.* — Ella F. Inman, Emeline E. Durgin. *2d Asst.* — Hattie A. Watson. *3d Assts.* — Ellen F. Jones, Susan R. Gifford, Mary M. Perry, Lizzie F. Stevens, Eliza A. Freeman. *Junitor.* — James Martin.

DEAN SCHOOL, WALL STREET.

3d Asst. — Adelaide E. Badger.

PRIMARY SCHOOLS.

WINCHELL SCHOOL, BLOSSOM STREET.

2d Asst. — Maria W. Turner. *4th Assts.* — Lula A. L. Hill, Helen M. Graves, Kate Wilson, Sarah G. Fogarty, Sarah C. Chevaillier, Lydia A. Isbell, Mary E. Ames, Elizabeth Campbell. *Janitor.* — Jeremiah O'Connor.

DEAN SCHOOL, WALL STREET.

2d Asst. — Mary F. Gargan. *4th Assts.* — Georgia D. Barstow, Jeannette A. Thompson, Mary A. Collins, Adelaide A. Rea, Alicia I. Collison. *Janitor.* — P. O'Doherty.

FOURTH DIVISION.

BRIMMER SCHOOL.

Common street.

Master. — Quincy E. Dickerman. *Sub-Masters.* — T. Henry Wason, Gustavus F. Guild. *1st Asst.* — Rebecca L. Duncan. *2d Asst.* — Ella L. Burbank. *3d Assts.* — L. Maria Stetson, Lilla H. Shaw, Josephine Garland, Sarah J. March, Helen L. Bodge, Sarah E. Adams, Mary A. Carney, Elizabeth A. Noonan, Mary E. W. Hagerty, Eliza E. Foster. *Janitor.* — George W. Fogg.

PRIMARY SCHOOLS.

STARR KING SCHOOL, TENNYSON STREET.

4th Assts. — Nellie T. Higgins, Mary E. Tiernay, Alice Patten. *Janitor.* — E. L. Weston.

SKINNER SCHOOL, CORNER FAYETTE AND CHURCH STREETS.

2d Asst. — Edith L. Stratton. *4th Assts.* — Emma F. Burrill, Emily B. Burrill, Mary E. Whitney, Elizabeth G. Cahill, Mary E. Collins. *Janitor.* — Michael Ring.

PRINCE SCHOOL.

Newbury street, cor. Exeter street.

Master. — E. Bentley Young. *Sub-Master.* — Sylvester Brown. *1st Asst.* — Harriet D. Hinckley. *2d Asst.* — Luthera W. Bird. *3d Assts.* — Kate C. Martin, Alice M. Dickey, Mary Wilson, Annie C. Murdock, M. Louise Fynes, Kate A. Raycroft. *Janitor.* — Thomas F. Durkin.

PRIMARY SCHOOL.

PRINCE SCHOOL, EXETER STREET.

4th Assts. — Laura M. Kendrick, Josephine G. Dearborn, Adeline S. Tufts.

QUINCY SCHOOL.

Tyler street.

Master. — Alfred Bunker. *Sub-Masters.* — William R. Morse, Frank F. Courtney. *1st Asst.* — Annie M. Lund. *2d Asst.* — Mary L. Holland. *3d Assts.* — Bridget A. Foley, Ida H. Davis, Charlotte L. Wheelwright, Emily B. Peck, Emma F. Colomy, Harriette A. Bettis, Ellen L. Collins, John O'Driscoll. *Janitor.* — James Daly.

PRIMARY SCHOOLS.

QUINCY SCHOOL, TYLER STREET.

4th Assts. — Kate A. Kiggen, Mary E. Graham.

WAY STREET SCHOOL.

4th Assts. — Maria A. Callanan, Mary E. Conley, Annie M. Reilly. *Janitor.* — D. D. Towns.

ANDREWS SCHOOL, GENESEE STREET.

4th Assts. — Emily E. Maynard, Harriet M. Bolman, Ann T. Corliss. *Janitor.* — D. D. Towns.

TYLER-STREET SCHOOL.

2d Asst. — Hannah E. G. Gleason. *4th Assts.* — Octavia C. Heard, Mary A. B. Gore, Kate L. Wilson, Emma I. Baker, Julia A. McIntyre. *Janitor.* — Ellen McCarthy.

WINTHROP SCHOOL.

Tremont, near Eliot, street.

Master. — Robert Swan. *1st Assts.* — Susan A. W. Loring, May Gertrude Ladd. *2d Assts.* — Emma K. Valentine, Katherine K. Marlow, Margaret T. Wise, Mary L. H. Gerry. *3d Assts.* — Ellen M. Underwood, Adelaide M. Odiorne, Minnie L. Hobart, Mary G. Harkins, Carrie Merrill, Mary A. Murphy, Louise K. Hopkinson, Mary E. Barstow, Helen L. Hilton. *Janitor.* — A. H. B. Little.

EAST-STREET SCHOOL, COR. COVE STREET.

2d Asst. — Mary T. Foley. *3d Asst.* — Emma A. Gordon.

STARR KING SCHOOL, TENNYSON STREET.

3d Asst. — Caroline S. Crozier. *Janitor.* — E. L. Weston.

PRIMARY SCHOOL.

EAST-STREET SCHOOL, COR. COVE STREET.

2d Asst. — Amelia E. N. Treadwell. *4th Assts.* — Julia M. Driscoll, Maria J. Coburn, Priscilla Johnson, Mary E. Noonan, Marian A. Flynn. *Janitor.* — Nancy Ryan.

FIFTH DIVISION.

DWIGHT SCHOOL.

West Springfield street.

Master. — James A. Page. *Sub-Masters.* — J. Langdon Curtis, Henry C. Parker. *1st Asst.* — Ruth G. Rich. *2d Asst.* — Mary C. R. Towle. *3d Assts.* — Nellie L. Shaw, Mary E. Trow, Georgiana Benjamin, Jennie E. Morse, Isabelle H. Wilson, Mary L. Farrington, Della G. Robinson, Isabella G. Bonnar, Mary McSkimmon, Agnes J. Cushman. *Janitor.* — James Craig.

PRIMARY SCHOOLS.

RUTLAND-STREET SCHOOL.

2d Asst. — Martha B. Lucas. *4th Assts.* — Emma F. Gallagher, Jennie I. Kendall, Ella Bradley, Caroline A. Farrell. *Janitor.* — George W. Marsh.

BATES SCHOOL, HARRISON AVENUE.

4th Assts. — Cora F. Plummer, Miriam Sterne, Carrie G. White, Mary E. O'Brien.

EVERETT SCHOOL.

West Northampton street.

Master. — Walter S. Parker. *1st Assts.* — Janet M. Bullard, Eliza M. Evart. *2d Assts.* — Emily F. Marshall, L. Gertrude Howes, Susan S. Foster. *3d Assts.* — Abby C. Haslet, Ann R. Gavett, Sarah L. Adams, Ruth H. Clapp, Evelyn E. Morse, Sara W. Wilson, Anna E. Grover, Lucy W. Eaton, Mary H. Gibbons. *Janitor.* — Edward Bannon.

PRIMARY SCHOOL.

WEST CONCORD-STREET SCHOOL.

2d Asst. — Eliza C. Gould. *4th Assts.* — Frances W. Sawyer, Mary H. Downe, Adelaide B. Smith, Hannah M. Coolidge, Alice E. Stevens, Florence A. Perry, Lydia A. Sawyer, Lydia F. Blanchard. *Janitor.* — James Nugent.

FRANKLIN SCHOOL.

Ringgold street.

Master. — Granville B. Putnam. *1st Assts.* — Jennie S. Tower, Isabella M. Harmon. *2d Assts.* — Margaret J. Crosby, Catharine T. Simonds, P. Catharine Bradford. *3d Assts.* — Margaret C. Schouler, Elizabeth J. Brown, Roxanna W. Longley, Kate E. Blanchard, Mary A. Mitchell, Anna E. L. Parker, Martha L. Beckler, Annie G. Merrill. *Janitor.* — Patrick J. Hasson.

WAIT SCHOOL, SHAWMUT AVENUE.

3d Asst. — Clara M. Moseley.

PRIMARY SCHOOLS.

COOK SCHOOL, GROTON STREET.

2d Asst. — Harriet M. Faxon. *4th Assts.* — Georgiana E. Abbott, Effie T. Wier, Jennie M. Plummer, Kate R. Hale. *Janitor.* — Mary A. Daly.

WAIT SCHOOL, SHAWMUT AVENUE.

2d Asst. — Josephine G. Whipple. *4th Assts.* — Georgiana A. Ballard, Emma E. Allin, C. Josephine Bates, Kate R. Gookin, Jennie E. Haskell, Maude G. Hopkins. *Janitor.* — Mansfield Harvell.

HYDE SCHOOL.

Hammond street.

Master. — Silas C. Stone. *1st Assts.* — Mary E. Parsons, Lucy L. Burgess. *2d Assts.* — Sarah R. Bonney, E. Elizabeth Boies. *3d Assts.* — Alice G. Maguire, Caroline K. Nickerson, Isabel G. Winslow, Marion Henshaw, Annie M. Olsson, Jane Reid, Fannie L. Stockman. *Janitor.* — Thomas J. Kinney.

PRIMARY SCHOOL.

WESTON-STREET SCHOOL.

2d Asst. — Anna G. Fillebrown. *4th Assts.* — Mary F. Cogswell, Mary G. Murphy, Rose A. Mitchell, Delia E. Cunningham, Louise A. Kelley, Abby M. Thompson. *Janitor.* — Patrick F. Higgins.

SHERWIN SCHOOL.

Madison square.

Master. — Frank A. Morse. *Sub-Master.* — John R. Morse. *1st Asst.* — Elizabeth B. Walton. *2d Asst.* — Alice T. Kelley. *3d Assts.* — Louisa Ayer, Sybel G. Brown, Emma T. Smith, Adella L. Baldwin, Ester Fletcher, Mary E. T. Healy. *Janitor.* — Joseph G. Scott.

PRIMARY SCHOOLS.

SHERWIN SCHOOL.

4th Assts. — Annie E. Walcutt, Emma L. Peterson, Sarah E. Gould, Nellie H. Crowell.

AVON-PLACE SCHOOL.

4th Assts. — Abby E. Ford, Elizabeth F. Todd, Oria J. Perry, Minnie A. Perry. *Janitor.* — Charles H. Stephens.

DAY'S CHAPEL.

4th Asst. — Nellie Perry.

SIXTH DIVISION.

ANDREW SCHOOL.

Dorchester street, South Boston.

Master. — Joshua M. Dill. *Sub-Master.* — Frederic H. Ripley. *1st Assts.* — Frank M. Weis, Mary S. Beebe. *2d Assts.* — Henrietta L. Dwyer, Mary E. Perkins. *3d Assts.* — Annie L. Clapp, Elizabeth A. Souther, Mary L. Fitzgerald, Ella I. Cass, Lucy M. Marsh, Emma C. Stuart, Agnes M. Cochran, Emma M. Cleary, May J. Cunningham. *Janitor.* — Thomas Buckner.

PRIMARY SCHOOL.

TICKNOR SCHOOL, DORCHESTER STREET.

2d Asst. — Mary A. Jenkins. *4th Assts.* — Laura M. Young, Sarah E. Ferry, Estelle B. Jenkins, Alice L. Littlefield, Lizzie Ordway, Alice P. Howard, Emily F. Hodsdon, Sadie E. Welch, Laura M. Young, Grace L. Tucker. *Janitor.* — Alexander McKinley.

BIGELOW SCHOOL.

Fourth street, corner of E street, South Boston.

Master. — Thomas H. Barnes. *Sub-Masters.* — J. Gardner Bassett, F. Morton King. *1st Asst.* — Amelia B. Coe. *2d Asst.* — Ellen Coe. *3d Assts.* — Eliza B. Haskell, Mary F. Savage, Mary Nichols, Malvena Tenney, Stella A. Hale, Catherine H. Cook, Angeline S. Morse, Kittie A. Learned, Ida A. Bloom, Sabina G. Sweeney. *Janitor.* — Samuel P. Howard.

HAWES HALL, BROADWAY.

3d Asst. — Cora W. Hanscomb. *Janitor.* — Joanna Brennan.

PRIMARY SCHOOLS.

HAWES HALL, BROADWAY.

2d Asst. — Ann J. Lyon. *4th Assts.* — Florence N. Sloane, Sarah D. McKissick, Mary L. Bright, Ella F. Fitzgerald, Josephine B. Cherrington, Lucy E. Johnson. *Janitor.* — Joanna Brennan.

SIMONDS SCHOOL, BROADWAY.

4th Assts. — Tiley A. Bolcom, Emily T. Smith, Mary L. Howard. *Janitor.* — Joanna Brennan.

FOURTH-STREET SCHOOL.

4th Assts. — Kate A. Coolidge, Margaret H. Price. *Janitor.* — Matthew G. Worth.

BANK-BUILDING SCHOOL, E STREET.

4th Asst. — Edith M. Bradford. *Janitor.* — Julia Sheehan.

GASTON SCHOOL.

L, corner E. Fifth street, South Boston.

Master. — C. Goodwin Clark. *1st Assts.* — Juliette R. Hayward, Sarah C. Winn. *2d Asst.* — Annie E. Hills. *3d Assts.* — Emogene F. Willett, Ellen R. Wyman, Clara A. Sharp, Mary B. Barry, Mary H. Dwyer, Emma M. Sibley. *Janitor.* — Albion Elwell.

PRIMARY SCHOOLS.

GASTON SCHOOL, L STREET.

4th Assts. — Carrie A. Harlow, S. Lila Huckins, Julia A. Evans.

CHAPEL, L STREET.

4th Asst. — Mary E. Dee. *Janitor.* — John H. Brown.

TUCKERMAN SCHOOL, FOURTH STREET.

2d Asst. — Elizabeth M. Easton. *4th Assts.* — Josephine A. Powers, Mary A. Crosby, Frances A. Cornish, Laura L. Newhall, Anna E. Somes. *Janitor.* — A. D. Bickford.

BENJAMIN POPE SCHOOL, O STREET.

2d Asst. — Ella R. Johnson. — *4th Assts.* — Annie Britt, Susan Frizzell, Carrie W. Haydn, Lelia R. Haydn, Florence Cahill. *Janitor.* — Charles Carr.

LAWRENCE SCHOOL.

Corner B and Third streets, South Boston.

Master. — Amos M. Leonard. *Sub-Masters.* — Egbert M. Chesley, Augustus D. Small. *1st Asst.* — Emma P. Hall. *2d Asst.* — Cora S. Locke. *3d Assts.* — Isabelle F. Crapo, Hannah E. Burke, Nellie R. Grant, Kate Haushalter, Mary J. Buckley, Margaret A. Gleason, Mary A. A. Dolan, Mary A. Conroy, Mary A. Montague, Mary E. McMann. *Janitor.* — Wm. Griffin.

MATHER SCHOOL, BROADWAY.

Sub-Master. — Edward H. Cobb. *3d Assts.* — M. Louise Gillett, Ellen E. Leary, Margaret A. Moody. *Janitor.* — George D. Rull.

PRIMARY SCHOOLS.

MATHER SCHOOL, BROADWAY.

2d Asst. — Sarah E. Lakeman. *4th Assts.* — Lucy M. Cole, Ada A. Bradeen, Annie M. Connor, Maud F. Crosby, Lena J. Crosby, Mary E. Flynn. *Janitor.* — George D. Rull.

PARKMAN SCHOOL, SILVER STREET.

2d Asst. — Martha S. Damon. *4th Assts.* — Margaret M. Burns, Laura S. Russell, Amelia McKenzie, Carrie T. Hale, Lizzie J. Thing. *Janitor.* — Patrick Mullen.

HOWE SCHOOL, FIFTH STREET, BETWEEN B AND C.

2d Asst. — Mary W. Bragdon. *4th Assts.* — Emma Britt, Henrietta Nichols, Sarah M. Brown, Marie F. Keenan, Minnie E. T. Shine, Annie L. Treanor. *Janitor.* — P. F. Turish.

LINCOLN SCHOOL.

Broadway, near K street, South Boston.

Master. — Alonzo G. Ham. *Sub-Masters.* — Henry H. Kimball, John F. Dwight. *1st Asst.* — Margaret J. Stewart. *2d Asst.* — Martha F. Wright. *3d Assts.* — Sarah M. Tripp, Vodisa J. Comey, Sarah A. Curran, Louise A. Pieper, Katharine G. Sullivan, Silence A. Hill, Jennie F. McKissick, Mary B. Powers, Hannah L. Manson, Mary H. Faxon. *Janitor.* — Michael J. Quinlan.

HAWES-PLACE CHURCH, FOURTH STREET.

3d Asst. — L. Idalia Provan.

BENJAMIN POPE SCHOOL, O STREET.

3d Asst. — Emma J. Channell.

PRIMARY SCHOOL.

CAPEN SCHOOL, COR. OF I AND SIXTH STREETS.

2d Asst. — Mary E. Powell. *4th Assts.* — Laura J. Gerry, Mary E. Perkins, Ella M. Warner, Fannie G. Patten, Joanna C. Wilkinson. *Janitor.* — A. E. Bickford.

NORCROSS SCHOOL.

Corner D and Fifth streets, South Boston.

Master. — Fred O. Ellis. *1st Assts.* — Mary J. Fennelly, Susan H. Thaxter. *2d Assts.* — Sarah A. Gallagher, Juliette Wyman, Juliette Smith. *3d Assts.* — Mary E. Downing, Maria L. Nelson, Mary R. Roberts, Harriet E. Johnston, Emma L. Eaton, Emma F. Crane, Jennie A. Mullaly, Martha G. Buckley, Caroline Bernhard. *Janitor.* — Samuel T. Jeffers.

PRIMARY SCHOOLS.

DRAKE SCHOOL, THIRD STREET.

2d Asst. — Nellie J. Cashman. *4th Assts.* — Fannie W. Hussey, Abbie C. Nickerson, Alice J. Meins, Kate E. Fitzgerald. *Janitor.* — W. B. Newhall.

CYRUS ALGER SCHOOL.

2d Assts. — Ann E. Newell. *4th Assts.* — Mary G. A. Toland, Hattie L. Rayne, Emma F. Gallagher, Julia S. Dolan, Ellen T. Noonan, Alice W. Baker, Hannah L. McGlinchey. *Janitor.* — James M. Demeritt.

SHURTLEFF SCHOOL.

Dorchester street, South Boston.

Master. — Henry C. Hardon. *1st Assts.* — Anna M. Penniman, Ellen E. Morse. *2d Assts.* — Catherine A. Dwyer, Emeline L. Tolman, Martha E. Morse. *3d Assts.* — Jane M. Bullard, Winnifred C. Folan, Roxanna N. Blanchard, Harriet S. Howes, Edith A. Pope, Marion W. Rundlett, Annie L. Scallan, Julia F. Baker. *Janitor.* — James Mitchell.

PRIMARY SCHOOLS.

SHURTLEFF SCHOOL, DORCHESTER STREET.

4th Asst. — Alice C. Ryan.

CLINCH SCHOOL, F STREET.

2d Asst. — Lucy A. Dunham. *4th Assts.* — Mary E. Morse, Isabel L. Marlowe, Alice G. Dolbeare, Mary E. O'Connor. *Janitor.* — M. E. Brady.

SEVENTH DIVISION.

COMINS SCHOOL.

Tremont street, corner of Terrace street.

Master. — Myron T. Pritchard. *Sub-Master.* — William H. Martin. *1st Assts.* — Sarah E. Lovell, Elizabeth G. Melcher. *2d Asst.* — Almira W. Chamberline. *3d Assts.* — Julia A. C. Gray, Penelope G. Hayes, Caroline A. Gragg, Alice A. Sanborn, Alice M. Johnson, L. Addie Colligan, Martha A. Cummings. *Janitor.* — George S. Hutchinson.

PRIMARY SCHOOL.

PHILLIPS-STREET SCHOOL.

2d Asst. — Anna R. McDonald. *4th Assts.* — Jane E. Gormley, Charlotte R. Hale, Sarah E. Haskins, Lizzie P. Brewer, Sarah B. Bancroft, Sabina Egan, Marcella M. Ryan. *Janitor.* — Thomas F. Whalen.

DEARBORN SCHOOL.

Dearborn place.

Master. — Harlan P. Gage. *Sub-Master.* — John C. Ryder. *1st Assts.* — L. Anna Dudley, Philena W. Rounseville. *2d Assts.* — Martha D. Chapman, Helen F. Brigham, Frances L. Breeden. *3d Assts.* — Sarah W. Loker, Catherine M. Lynch, Esther M. Meserve, Bell J. Dunham, Anne M. Backup, Maria L. Mace, Lizzie M. Wood, Alice W. Peaslee. *Janitor.* — Michael J. Lally.

YEOMAN-STREET SCHOOL.

3d Assts. — Mary F. Walsh, Ida M. Presby, Mary J. Mohan. *Janitor.* — John Murphy, Jr.

VINE-STREET SCHOOL.

3d Assts. — Abbie L. Baker, Sarah H. Hosmer. *Janitor.* — Michael Coffey.

PRIMARY SCHOOLS.

YEOMAN-STREET SCHOOL.

2d Asst. — Mary A. P. Cross. *4th Assts.* — Susan F. Rowe, Ellen M. Oliver, Mary E. Nason, Ada L. McKean, Elizabeth D. Mulrey, Louise D. Gage, Kate A. Nason, Abby W. Sullivan. *Janitor.* — John Murphy, Jr.

EUSTIS-STREET SCHOOL.

4th Assts. — Mary F. Neale, M. Agnes Murphy, Emma J. Backup, Mary K. Wallace. *Janitor.* — Jonathan L. Frye.

GEORGE-STREET SCHOOL.

2d Asst. — Mary M. Sherwin. *4th Assts.* — Abby S. Oliver, Emily M. Pevear, Sarah S. Burrell, Bridget E. Scanlan, Mary T. Cunningham. *Janitor.* — Michael Carty.

DILLAWAY SCHOOL.

Kenilworth street.

Principal. — Sarah J. Baker. *1st Assts.* — Eldora A. Pickering, Jane S. Leavitt. *2d Assts.* — Corinne Harrison, Mary C. Whippey, Catherine J. Finneran. *3d Assts.* — Lydia G. Wentworth, Eliza Brown, Josephine A. Keniston, Mary S. Sprague, Abby M. Clark, Mary L. Gore. *Janitor.* — Luke Riley.

BARTLETT-STREET SCHOOL.

3d Asst. — Cordelia G. Torrey. *Janitor.* — Thomas Colligan.

PRIMARY SCHOOLS.

BARTLETT-STREET SCHOOL.

2d Asst. — Anna M. Balch. *4th Assts.* — Anna M. Stone, Annie J. Whelton, Celia A. Scribner, Elizabeth Palmer. *Janitor.* — Thomas Colligan.

THORNTON-STREET SCHOOL.

4th Assts. — Alice C. Grundel, Mary L. Shepard. *Janitor.* — Erick Erickson.

DUDLEY SCHOOL.

Corner of Dudley and Putnam streets.

Master. — Leverett M. Chase. *Sub-Masters.* — W. E. C. Rich, Augustine L. Rafter. *1st Asst.* — Susie C. Lougee. *2d Asst.* — Harriet E. Davenport. *3d Assts.* — Mary H. Cashman, Ruth H. Brady, Alice E. Farrington, Helen C. Mills, Amanda E. Henderson, Annie N. Crosby, Edith F. Parry, Ida S. Hammerle, Maria E. Wood, Abby S. Hapgood. *Janitor.* — Jonas Pierce.

PRIMARY SCHOOLS.

VERNON-STREET SCHOOL.

4th Assts. — Mary E. Watson, S. Louise Durant, Mary I. Chamberlin, Ella T. Jackson. *Janitor.* — Mrs. C. M. White.

ROXBURY-STREET SCHOOL.

2d Asst. — Helen P. Hall. *4th Assts.* — Lizzie F. Johnson, Alice L. Williams, Hattie A. Littlefield, Delia T. Killion, Ella M. Seaverns, Kate F. Lyons, Sarah E. Rumrill. *Janitor.* — S. B. Pierce.

GEORGE PUTNAM SCHOOL.

SEAVER STREET.

Master. — Henry L. Clapp. *1st Asst.* — Belle P. Winslow. *2d Asst.* — Margaret Holmes. *3d Assts.* — Maria F. Bray, Martha W. Hanley, Ellen E. Leach, Annie G. D. Ellis. *Janitor.* — Patrick Tracy.

PRIMARY SCHOOL.

GEORGE PUTNAM SCHOOL, SEAVER STREET.

4th Assts. — Alice M. May, Isabel Shove, Josephine L. Goddard, Amoritta E. Esilman.

LEWIS SCHOOL.

Corner of Dale and Sherman streets.

Master. — William L. P. Boardman. *Sub-Master.* — Charles F. King. *1st Assts.* — Sarah E. Fisher, Eunice C. Atwood. *2d Assts.* — Amanda Pickering, Emily B. Eliot. *3d Assts.* — Kate M. Groll, Susan A. Dutton, Phebe H. Simpson, Martha C. Gerry, Ellen M. Murphy, Mary H. Thompson, Alice O'Neil. *Janitor.* — Antipas Newton.

PRIMARY SCHOOLS.

WINTHROP-STREET SCHOOL.

4th Assts. — Frances N. Brooks, Mary E. Deane, Annie W. Seaverns, Alice M. Sibley. *Janitor.* — Catherine Dignon.

QUINCY-STREET SCHOOL.

4th Assts. — Helen Crombie, Isabel Thacher, Almira B. Russell, Florence L. Shedd. *Janitor.* — Frank J. McGrath.

MT. PLEASANT-AVENUE SCHOOL.

4th Assts. — Adaline Beal, Eloise B. Walcott. *Janitor.* — Catherine Dignon.

MONROE-STREET SCHOOL.

4th Assts. — Anna A. Groll, Caroline F. Seaver. *Janitor.* — Mrs. Kirby.

LOWELL SCHOOL.

310 Centre street.

Master. — Daniel W. Jones. *Sub-Master.* — Maurice P. White. *1st Asst.* — Eliza C. Fisher. *2d Asst.* — E. Josephine Page. *3d Assts.* — O. Augusta Welch, Anna L. Hudson, Susan G. B. Garland, Mary E. Very, Mary F. Cummings, Mary E. Morse, Susan E. Chapman, Rebecca Coulter, Anna M. Edmands, Annie F. Sears. *Janitor.* — Frank L. Harris.

PRIMARY SCHOOLS.

PARKER-STREET SCHOOL.

2d Asst. — Caroline F. Cutter. *4th Assts.* — Jeannie B. Lawrence, Helen O. Wyman, Fanny B. Wilson, Anna J. Bradley, Elizabeth T. Gray, Marguerite G. Brett, Ella F. Howland. *Janitor.* — Michael Gallagher.

CHESTNUT-AVENUE SCHOOL.

4th Assts. — Sarah P. Blackburn, Mary J. Capen. *Janitor.* — Adelia Ronan.

HEATH-STREET SCHOOL.

4th Assts. — Lizzie F. Fickett, Ellen C. McDermott. *Janitor.* — Catherine H. Norton.

MARTIN SCHOOL.

HUNTINGTON AVENUE.

Master. — Charles W. Hill. *Sub-Master.* — Edward W. Schuerch. *1st Assts.* — Alanson H. Mayers, Emily F. Carpenter. *2d Assts.* — Annetta F. Armes, Nellie W. Leavitt. *3d Assts.* — Jane F. Gilligan, Nellie I. Lapham, Emma E. Lawrence, Emily Swain, Delia M. Upham, Charlotte P. Williams, Anna F. Bayley. *Janitor.* — Michael Houghton.

PRIMARY SCHOOLS.

FRANCIS-STREET SCHOOL.

4th Assts. — Mary E. Crosby, Eleanor F. Lang, Lena L. Carpenter. *Janitor.* — Mrs. Ann McGowan.

SMITH-STREET SCHOOL.

4th Assts. — Fannie D. Lane, Alicia F. McDonald. *Janitor.* — John Cole.

EIGHTH DIVISION.

AGASSIZ SCHOOL.

Burroughs street, Jamaica Plain.

Master. — John T. Gibson. *1st Asst.* — Mary A. Gott. *2d Asst.* — Clara J. Reynolds. *3d Assts.* — Sarah H. Drake, Mary E. Stuart, Mary A. Boland, Nellie J. Kiggen. *Janitor.* — Adelia Ronan.

PRIMARY SCHOOL.

THOMAS-STREET SCHOOL,

4th Assts. — Caroline D. Putnam, Annie C. Gott, Emma M. Smith. *Janitor.* — Adelia Ronan.

ALLSTON SCHOOL.

Cambridge street, Allston.

Master. — G. W. M. Hall. *1st Asst.* — Alexander Pearson. *2d Assts.* — Sarah F. Boynton, Marion Keith. *3d Assts.* — Mary F. Child, Alice A. Swett, Mary J. Cavanagh, Eliza F. Blacker, Josephine Rice, Jessie W. Kelly, Ella L. Bird. *Janitor.* — Charles McLaughlin.

PRIMARY SCHOOLS.

EVERETT SCHOOL, PEARL STREET.

4th Assts. — Clara B. Hooker, Adelaide C. Williams. *Janitor.* — Patrick McDermott.

AUBURN SCHOOL, SCHOOL STREET.

4th Assts. — Ella L. Chittenden, May L. Gooch, Gertrude R. Clark. *Janitor.* — Patrick McDermott.

WEBSTER SCHOOL, WEBSTER PLACE.

4th Assts. — Anna N. Brock, Emma F. Martin, Helen L. Brown. *Janitor.* — Otis Wilde.

BENNETT SCHOOL.

Chestnut Hill avenue, Brighton.

Master. — Henry L. Sawyer. *1st Asst.* — Melissa Abbott. *2d Assts.* — Lillie B. Atherton, Fannie Potter. *3d Assts.* — Annie M. Hotchkiss, Jennie Bates, Kate McNamara, Helen I. Whittemore. *Janitor.* — John W. Remonds.

UNION-STREET SCHOOL.

3d Asst. — Clara L. Harrington.

PRIMARY SCHOOLS.

WINSHIP SCHOOL, WINSHIP PLACE.

2d Asst. — Charlotte Adams. *4th Assts.* — Fannie W. Currier, Annie L. Hooker, Emma P. Dana. *Janitor.* — J. R. Marston.

OAK-SQUARE SCHOOL.

4th Asst. — Eliza M. Warren. *Janitor.* — John W. Remmonds.

UNION-STREET SCHOOL.

4th Asst. — Margaret I. Scollans. *Janitor.* — Maurice Hickey.

HOBART-STREET SCHOOL.

2d Asst. — Belle K. Sanger. *Janitor.* — Joseph A. Crossman.

CHARLES SUMNER SCHOOL.

Ashland street, Roslindale.

Master. — Artemas Wiswall. *1st Asst.* — Charlotte B. Hall. *2d Asst.* — Angie P. Nutter. *3d Assts.* — Lena S. Weld, Elvira L. Austin, Maud G. Leadbetter, Mary E. Lynch, Alice M. Barton. *Janitor.* — John L. Chenery.

PRIMARY SCHOOLS.

CHARLES SUMNER SCHOOL, ASHLAND STREET.

4th Assts. — Sallie B. Tripp, Dora M. Leonard.

FLORENCE STREET SCHOOL.

4th Asst. — Edith H. Sumner. *Janitor.* — Frank Spinney.

CANTERBURY-STREET SCHOOL.

4th Assts. — Elizabeth Kiggen, Mary E. Roome. *Janitor.* — Ellen Norton.

WASHINGTON-STREET SCHOOL.

4th Asst. — Clara I. Metcalf. *Janitor.* — Kate Morrissey.

CLARENDON-HILLS SCHOOL.

4th Asst. — Almira G. Smith. *Janitor.* — Daniel B. Colby.

HILLSIDE SCHOOL.

Elm street, Jamaica Plain.

Master. — Albert Franklin Ring. *1st Asst.* — Amy Hutchins. *2d Asst.* — Louise P. Arnold. *3d Assts.* — Alice P. Stephenson, Emily H. Maxwell, Nellie F. Pingree, Idella M. Swift, Mary Bradley. *Janitor.* — S. S. Marison.

PRIMARY SCHOOLS.

WASHINGTON-STREET SCHOOL, NEAR GREEN STREET.

4th Assts. — E. Augusta Randall, Ida A. Adams. *Janitor.* — Michael Kelly.

GREEN-STREET SCHOOL.

4th Assts. — Margaret E. Winton, Anna M. Call. *Janitor.* — Mrs. J. Follan.

MOUNT VERNON SCHOOL.

Mount Vernon street, West Roxbury.

Sub-Master. — Abner J. Nutter. *2d Asst.* — Emily M. Porter. *3d Assts.* — Francis R. Newcomb, J. Lillian Colson, Jennie M. Jackson. *Janitor.* — James M. Davis.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

1st Asst. — Achsa M. Merrill.

PRIMARY SCHOOLS.

CENTRE-STREET SCHOOL.

4th Asst. — Ella F. Parsons. *Janitor.* — James M. Davis.

BAKER-STREET SCHOOL.

4th Asst. — Mary C. Richards. *Janitor.* — William J. Noon.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

4th Asst. — ——— *Janitor.* — Evelyn Mead.

NINTH DIVISION.

DORCHESTER-EVERETT SCHOOL.

Sumner street, Dorchester.

Master. — Henry B. Miner. *Sub-Master.* — George M. Fellows. *1st Asst.* — Mary F. Thompson. *2d Asst.* — Helen M. Hills. *3d Assts.* — Henrietta A. Hill, Sara M. Bearse, Emma M. Savil, Anna M. Foster, Abbie E. Wilson, Clara J. Doane, Harriet A. Darling, L. Cora Morse, Mary W. Currier, M. Louise Foster. *Janitor.* — Lawrence Connor.

PRIMARY SCHOOLS.

DORCHESTER-EVERETT SCHOOL, SUMNER STREET (*old building*).

4th Assts. — M. Rosalia Merrill, Annie L. Newcomb, Kittie Wark. *Janitor.* — Lawrence Connor.

HOWARD-AVENUE SCHOOL.

2d Asst. — Elizabeth R. Wallis. *4th Assts.* — Annie W. Ford, Addie J. Callender, Matilda Mitchell. *Janitor.* — Richard H. Howard.

DORCHESTER-AVENUE SCHOOL, COR. HARBOR-VIEW STREET.

4th Assts. — Cora L. Etheridge, Caroline D. Bere. *Janitor.* — Mrs. M. A. Regan.

SAVIN HILL-AVENUE SCHOOL.

4th Asst. — Susie C. Hosmer. *Janitor.* — Henry Randolph.

GIBSON SCHOOL.

Columbia street, Dorchester.

Master. — William E. Endicott. *1st Asst.* — Ida L. Boyden. *2d Asst.* — Ella S. Wales. *3d Assts.* — Fidelia A. Adams, Emma R. Gragg, Charlotte E. Andrews, Carrie L. Floyd. *Janitor.* — Thomas Shattuck.

THETFORD-AVENUE SCHOOL.

Sub-Master. — Horace W. Warren. *3d Asst.* — Caroline A. Shepard. *Janitor.* — Timothy Donahue.

GIBSON SCHOOL, SCHOOL STREET.

3d Assts. — Benjamin F. Brown, Lucina Dunbar.

PRIMARY SCHOOLS.

GIBSON SCHOOL, SCHOOL STREET.

4th Assts. — E. Louise Brown, Ellen A. Brown. *Janitor.* — Hannah Clarkson.

ATHERTON SCHOOL, COLUMBIA STREET.

4th Asst. — Marietta L. Valentine. *Janitor.* — Thomas Shattuck.

GLEN-ROAD SCHOOL, NEAR BLUE-HILL AVENUE.

4th Asst. — Florence M. DeMeritt. *Janitor.* — Margaret Kelley.

THETFORD-AVENUE SCHOOL.

4th Assts. — Mary E. Mann, Emma A. Cochran. *Janitor.* — Timothy Donohue.

HARRIS SCHOOL.

Corner of Adams and Mill streets, Dorchester.

Sub-Master. — N. Hosea Whittemore. *2d Assts.* — E. M. Harriman, Emma F. Simmons. *3d Assts.* — Almy C. Plummer, Charlotte A. Powell, Cora I. Young. *Janitor.* — John Buckpitt.

PRIMARY SCHOOLS.

HARRIS SCHOOL, ADAMS STREET.

4th Assts. — Mary Waterman, Elizabeth A. Flint, Ida F. Kendall.

DORCHESTER-AVENUE SCHOOL.

4th Assts. — Alice M. Murphy, Annie B. Drowne.

MATHER SCHOOL.

Meeting-House Hill, Dorchester.

Master. — Edward Southworth. *Sub-Master.* — Loea P. Howard. *1st Asst.* — J. Annie Bense. *2d Asst.* — Della G. Robinson. *3d Assts.* — Lucy J. Dunnels, Lillie A. Hicks, Mary B. Corr, Charlotte L. Voigt, Mary A. Lowe, M. Esther Drake. *Janitor.* — Benjamin C. Bird.

PRIMARY SCHOOLS.

MATHER SCHOOL, MEETING-HOUSE HILL.

4th Asst. — Ella L. Howe.

OLD MATHER SCHOOL, MEETING-HOUSE HILL.

2d Asst. — Ada K. Richards. *4th Assts.* — Mary E. Bradley, Elizabeth Donaldson, Mary L. Hunt, Elizabeth C. White, Kate A. Howe. *Janitor.* — Benjamin C. Bird.

QUINCY-STREET SCHOOL.

4th Assts. — Florence J. Bigelow, Ina F. Cook. *Janitor.* — Mary Leary.

MINOT SCHOOL.

Walnut street, Dorchester.

Master. — Joseph T. Ward, Jr. *2d Assts.* — Gertrude P. Davis, Kate M. Adams. *3d Assts.* — Mary E. Glidden, Sophia W. French, Annie H. Gardner, Ellen M. S. Treadwell, E. Gertrude Cushing. *Janitor.* — James T. Murphy.

PRIMARY SCHOOLS.

MINOT SCHOOL, WALNUT STREET.

4th Asst. — Kate S. Gunn, S. Maria Elliott, Hattie J. Bowker, Annie T. Kelley.

ADAMS-STREET SCHOOL.

4th Asst. — Mary J. Pope. *Janitor.* — Ellen James.

SPECIAL SCHOOLS.

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STOUGHTON SCHOOL.

River street, Lower Mills.

Master. — Edward M. Lancaster. *1st Asst.* — Elizabeth H. Page.

3d Assts. — Caroline F. Melville, Carrie M. Watson, Minnie E. Gaskins.

Janitor. — M. Taylor.

BAILEY-STREET SCHOOL.

2d Asst. — Isabel F. P. Emery.

PRIMARY SCHOOLS.

STOUGHTON SCHOOL, RIVER STREET.

4th Assts. — Esther S. Brooks, Gertrude L. Howard, Maria A. Shields.

BAILEY-STREET SCHOOL.

4th Asst. — Helen F. Burgess. *Janitor.* — Timothy Donahoe.

TILESTON SCHOOL.

Norfolk street, Mattapan.

1st Asst. — Hiram M. George. *3d Asst.* — Martha A. Baker. *Janitor.* — Peter Cook.

PRIMARY SCHOOL.

TILESTON SCHOOL, NORFOLK STREET.

4th Assts. — Elizabeth S. Fisher, Elizabeth K. Shea.

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

63 WARRENTON STREET.

Principal. — Sarah Fuller. *1st Asst.* — Ella C. Jordan. *Assts.* — Kate D. Williams, Mary F. Bigelow, Sarah A. Jordan, Hannah Merrill, Martha F. Metcalf, Elsa L. Hobart, Florence E. Leadbetter. *Janitor.* — Daniel H. Gill.

MANUAL TRAINING SCHOOL.

LATIN SCHOOL BUILDING.

George Smith.

COOKING SCHOOL.

DRAKE SCHOOL, SOUTH BOSTON.

Emeline E. Torrey.

TRUANT-OFFICERS.

The following is the list of the Truant-Officers, with their respective districts :—

OFFICERS.	SCHOOL DISTRICTS.
George Murphy, <i>Chief</i> .	
Chase Cole	Eliot, Hancock.
Geo. M. Felch	Brimmer, Quincy, and Winthrop.
C. E. Turner.....	Adams, Chapman, Lyman, and Emerson.
Richard W. Walsh	Bowdoin, Phillips, Prince, and Wells.
James Bragdon.....	Bigelow, Gaston, Lincoln, and Shurtleff.
Warren A. Wright.....	Andrew, Lawrence, and Norcross.
A. M. Leavitt	Dwight, Everett, Rice, and Franklin.
Samuel McIntosh	Dearborn, Lewis, George Putnam, and Lowell.
E. F. Mecuen	Comins, Hyde, Martin, and Sherwin.
Jeremiah M. Swett	Dorchester-Everett, Mather, Dillaway, and Dudley.
James P. Leeds	Harris, Gibson, Tileston, Stoughton, and Minot.
Charles S. Wooffindale.....	Frothingham, Harvard, and Prescott.
Sumner P. White.....	Warren, Bunker Hill.
Warren J. Stokes	Agassiz, Charles Sumner, Hillside, and Mt. Vernon.
H. F. Ripley	Bennett and Allston.

Truant-Office, 30 Pemberton Square.

Office-hour 12½ P.M. to 1½ P.M.

DEDICATION
OF THE
HYDE SCHOOL-HOUSE.

DEDICATION OF THE HYDE SCHOOL-HOUSE.

The Hyde Grammar School-house, a handsome building of brick, with sandstone trimmings, situated on Hammond street, was dedicated Wednesday morning, November 25, 1885. The exercises took place in the upper hall of the building, under the special direction of the Committee on the Fifth Division, consisting of Rev. Raphael Lasker, Chairman, Mr. George B. Hyde, Hon. Charles L. Flint, Dr. John G. Blake, and Mr. Joseph D. Fallon. On the platform were Alderman Charles V. Whitten, Rev. A. A. Miner, Rev. M. J. Savage, Mrs. Robert C. Waterston, members of the School Committee, the Superintendent of Schools, Supervisors of the public schools, Masters of schools, and other distinguished citizens. The audience included many persons prominently connected with educational matters, old pupils of Mr. Hyde, many of the teachers of the public schools, parents and friends of the pupils.

The choir was composed of pupils from the Hyde and Sherwin Schools, under the direction of Mr. Joseph B. Sharland, the special instructor in music in these schools.

The exercises opened with the hymn "Thine Forever," sung by the choir. Rev. A. A. Miner offered prayer. The following commemorative hymn (which was sung twenty-five years ago, at the dedication of the Everett School, of which Mr. Hyde was the master for many years) was sung by the choir : —

COMMEMORATIVE HYMN.

Two hundred and fifty-five summers have burst
 Into beauty and faded away,
Since the quaint little town of the Pilgrims was nursed
 Into life on the shore of the bay.
It has grown from its weakness to power and pride,
 To a city of wealth and renown,
Whose ships are abroad o'er the ocean wide,
 While in strength from her hills she looks down.

Massive piles for her trade mark the wealth she has gained,
 And mansions of beauty rise tall;
But the halls where her children are cultured and trained
 Are the noblest and fairest of all.
Not alone to the rich doth she open her doors, —
 She welcomes the humble and poor,
And all may partake of the costliest stores
 Of learning that wealth can procure.

Of the nobler wants of that earlier day,
 The Pilgrims, with reverent heed,
When they built the old town on the shore of the bay,
 Of Knowledge implanted the seed.
That seed has now grown to a forest of trees,
 Which each day is deepening its roots,
And each year it blesses the land and the seas
 With its bounty of flowers and fruits.

A new tree has grown in the garden so fair;
 With the blossoms of hope it is white,
As they lift up their heads to the sweet morning air,
 And open their hearts to the light.
Here it stands! and we are its blossoming flowers;
 And the promise that gladdens our youth,
May it yield a rich harvest of joy-laden hours,
 Of knowledge and virtue and truth.

The Chairman introduced Alderman Charles V. Whitten, Chairman of the Committee on Public Buildings, who, in the absence of the Mayor, represented also the City Government.

ADDRESS OF ALDERMAN CHARLES V. WHITTEN.

Mr. Chairman and Ladies and Gentlemen: — I certainly had not the slightest idea, until I entered this hall, that I was to do anything that was not purely mechanical. I supposed that I was simply to deliver the keys to His Honor the Mayor, and he was to make the eloquent remarks of which he is so capable. It gives me great pleasure to be here to-day. It is not only a duty, but a pleasure, to represent the Committee on Public Buildings, who have had the building of this palatial edifice under their control. To the City Architect, and to the mechanics who have built the structure, and to the Committee on Public Buildings, I think the credit is due for giving you so elegant a building. It certainly is a very fitting thing to do to name this building for George B. Hyde, a man who has given all the best years of his life to the education and welfare of the youth of this city, and I trust that as years roll by, and generation after generation shall pass away, it will stand as a monument to him.

Mr. Chairman, in behalf of the Committee on Public Buildings I present to you the keys of this building. Perhaps I should say I present them to myself, as you have requested me to represent the Mayor, and in behalf of the Mayor of Boston, who is absent to-day, I present to you these keys. The Mayor, you all know, is eloquent, and if he were here he would tell you that he was proud and pleased to be here to-day; that the City of Boston is never backward in making appropriations for the city schools, and is always in hearty accord with the School Committee in furnishing money to build school-houses or to pay teachers. And I can safely say that wherever economy is used there never will be any niggardly economy as far as the public schools of Boston are concerned. Of course His Honor the Mayor is more intimately acquainted with Mr. Hyde than myself. This building is named for Mr. Hyde, and I consider it an honor to the City of Boston that she has such a man to name this school-house for. I should be glad to go on and make a very eloquent speech, but it is a little out of my line. It is a little unfair to expect me to respond for the Mayor when I had not the slightest idea when I came in but he would be here, and perhaps he will be here before these exercises are closed, and if he does he will respond for himself.

In receiving the keys the Chairman delivered the following address: —

ADDRESS OF REV. RAPHAEL LASKER.

In receiving these keys from your hands, I, in behalf of the Committee on the Fifth Division, would express to you my most profound thanks, Mr. Alderman, and to the entire City Government, for this elegant and magnificent structure which you have so gracefully tendered to our keeping. The contribution of such an edifice of learning gives ample testimony that Boston still believes in the cause of education, and will continue to provide all the means by which education, in all its useful branches, may be obtained by all our children. Indeed, we have looked forward to this day with anxious hopes. From the moment that the ground was broken and active preparations were made for the erection of this building we watched the progress of the work with the most anxious hopes and deep-felt solicitude, and from day to day the question was asked, When may we enter this building and dedicate it to the grand and sublime cause of education, the greatest of all blessings, that cause for which it was erected? To-day, Mr. Alderman, we extend to you our heartiest acknowledgment for this beautiful gift. Our hopes and expectations are fully realized, — the building stands here in its magnificence.

No more grateful task could be assigned to any one than to speak of education, which breaks down all the limits of iron prejudice and of social position. What could be more thoroughly human than science? What ought to unite men more closely together than the search for knowledge? It seeks the satisfaction of the highest human need, not the need of a select few, but of all. As the family is the natural source and the perpetual foundation of human society, so the school-house is the greatest and most important of all human things: What is this school? It is an organized body. It is not a dead collection of materials and instruments of instruction, not a machine, however ingeniously constructed or adjusted, for grinding out or pushing in a specific quantity of information; but it is an organism most vital in the simplest of powers and forces and energies for the realization of knowledge. It consists of pupils and of a teacher, both scholars in different senses. Ah! How the true teacher infuses the very life-blood of knowledge into the mind of the true pupil who comes in contact with him! The true teacher is no miser. And the pupil forms also an integral part of this school. How shall I characterize him? He constitutes the other scale of the balance. To the teaching power responds the teachable spirit. The true student, like the true teacher, has but one aim, and that is, he is naturally sympathetic with the truth. His whole aim and ambition in life is to obtain the truth, to love the true and the beautiful, to put true thoughts and ennobled sentiments into words and deeds.

That constitutes the true scholar. It is the spirit of science which beckons him on to higher aspirations, to the realization of his intellectual capacities, to the cultivation of his personal character, so that he can be enabled to perform all the duties of life. I take it for granted that something like this is also your ideal of a school. Our eyes are not dim. We are wide awake to the peremptory demands of the day and to the serious issues of the forthcoming generation. Our visions of triumphant progress everywhere are the higher intelligence of liberty, justice, and truth. There is a victory in the air for the final emancipation of humanity from the thralldom of ignorance and narrow-mindedness. And, Mr. Alderman, I must say that Boston has a great deal to be proud of, that it has in former times and still does maintain the highest ground in all that pertains to education. It may indeed be doubted whether there is any other community in the United States which is so liberal in the expenditure for school buildings, for institutions of learning, for temples of knowledge, and in its recognition of the improved methods of instruction. I thank you for this grand and beautiful gift which you have so gracefully surrendered to the keeping of the committee. May this building long endure, and send forth for many generations to come scholars, girls, trained in the path of duty, usefulness, virtue, and happiness, so that they may attain grace and good report in the eyes of God and man.

Turning to Mr. S. C. Stone, formerly master of the Sherwin School, and now appointed master of the Hyde School, the Chairman said : —

It affords me great pleasure, in behalf of the Committee on the Fifth Division, to surrender these keys into your keeping. It is with the confidence in your integrity as a man, and in your capability and fitness as an instructor of youth, which I share in common with the members of your committee, that we have placed you at the head of this elegant new school-house and intrust our children to your tender care and consideration. I think it is now more than fourteen years ago since the Sherwin School was dedicated, and you stood there in a similar position to that in which you undoubtedly stand now. The chairman then had full assurance that from your long experience of a successful teacher and master no child would ever enter the building for the purpose of education and have reason to be dissatisfied with having entered. And his words have been realized. The committee, in recognition of your long, faithful, and most successful service as a master, have taken you, Mr. Stone, from the Sherwin School and placed you here. They desire that

you should continue to infuse the very life-blood of knowledge into the hearts of the children entrusted to your care, for such is their idea of teaching. They desire you to continue your grand and noble work; to plant the tree of knowledge in the hearts of those intrusted to your care and sow the golden seeds of virtue and morality; to wield the sword of justice, but to blend it with kindness and mercy, and to continue to do your utmost in promoting the intellectual advancement of future generations. May God bless you and help you to accomplish all this! You will find yourself surrounded by an efficient and excellent corps of teachers, able to help you bear your burden, and to continue to help you to scatter the seeds of knowledge and all that is good and beautiful. In behalf of the Committee on the Fifth Division I welcome you to this new, grand, and elegant structure of learning, which shall be the scene of your future success in the grand and noble cause to which you have consecrated your life.

Mr. Stone replied as follows : —

ADDRESS OF MR. SILAS C. STONE.

I thank you for the confidence in me which this act of yours implies. And, since a teacher's reputation is in some sense his stock in trade, I am especially grateful for your words of generous commendation. About fifteen years ago the keys of the Sherwin School of this district were placed in my hands. Most of the teachers who, under your direction, come to the Hyde School, were associated with me in the Sherwin School. Our record, therefore, such as it is, is before you, — poor enough, I dare say; let it be our pledge for the time to come. There were some obstacles to our work there. I think we can do more and better work in the new school than we did in the old one. One obstacle to our progress was the great size of the school. The sixteen rooms of that building were filled, and the seventeenth division was organized before the end of the first year. We have been an overflowing, scattered school ever since. Then, sir, parents, teachers, and pupils were strangers for the most part; now we know each other, and I think I may say trust each other. Our relations seem to be those of mutual confidence and helpfulness. This fact gives us courage. We hope we shall continue to coöperate as constantly and so cordially as to do the work required of us with the least possible friction. It is our purpose to do good, honest, vigorous, intellectual work. We believe in it; we believe that children are happier as well as better for it in every way. We glory in the public school as the great leveller. The fathers declared that all men are born free and equal; it is the high mission of the public

school to keep all free and equal, to give all an equal chance to our highest ambition. This school embraces more than the prescribed course of study. It has not to do chiefly with per cents and punctual attendance, good as they are. We hope that every girl who shall climb these stairs and enter these rooms in all these coming years may gain such strength, skill, and steadiness of purpose that when she goes out to make her way in the world, as she comes to the place where the roads part, she may know which is the right road, and may have the wisdom to take and keep it to the end.

The following Dedicatory Hymn was then sung by the choir: —

DEDICATORY HYMN.

WORDS BY WM. L. P. BOARDMAN.

MUSIC BY J. B. SHARLAND.

Let faith and hope, with gladness,
 Let speech and prayer and song,
 Dispel all care or sadness,
 Take all our hearts along,
 As, in one swelling chorus,
 Borne to the heavens o'er us,
 This temple for our youth
 We dedicate to truth.

Be love with truth united;
 Let peace her olive wreath;
 Be every grace invited;
 Let choicest perfumes breathe,
 While we, in service simple,
 Shall consecrate this temple —
 Its walls around, above —
 To virtue and to love.

Let freedom's holy watch-fire
 Burn in each youthful heart;
 Honor each soul inspire;
 Knowledge her wreath impart,
 As through the circling years,
 Knowing no doubts nor fears,
 This house shall sacred be
 To learning, liberty.

And thus, onward, day by day,
Shall these, our simple rites,
Help, in her glorious way,
Our country, to those heights
On virtuous freedom founded,
In education grounded,
Where spread from sea to sea
The homes of millions free.

The Chairman, in introducing Mr. Hyde, after whom the school is named, said : —

Governors, mayors, statesmen, masters of High and Latin Schools, men who have taken a great interest in the cause of education especially, have been honored in this way, and their names perpetuated as an everlasting memorial. But never has this honor been extended to a master of a Grammar School. Mr. Hyde is the first school-master whom the School Committee has seen fit thus to honor in the recognition of his forty-eight years of most successful, conscientious, and faithful service as a teacher and a master. For eighteen years he was master of the Everett School. To education he devoted his youth and the strength of his riper years. Always true and faithful to his trust, always performing his duty, he warmed the hearts of his children, especially the girls, and sent them forth as good, noble, and precious men and women. Had the weather been more beautiful undoubtedly the scholars would have been present in multitudes to greet their old and best friend and benefactor. I present to you a man whose name is inscribed in indelible characters on this magnificent edifice, this temple of learning, — Mr. George B. Hyde.

ADDRESS OF MR. GEORGE B. HYDE.

You all must be fully aware that I feel a peculiar interest in this occasion, that has summoned us to the dedication of this commodious and beautiful school building. It is a goodly custom of our city to celebrate, with appropriate ceremonies, the erection of all edifices for educational purposes; and our principal thought at this time must be one of congratulation, that under such auspices we now consecrate this substantial and well-arranged structure to the cause of public-school instruction.

Boston has ever been liberal in school appropriations, and distinguished and foremost in furnishing the most approved and convenient accommodations for her children, by which so many of her citizens have been educated. Our present popular and efficient chief magistrate of

the city, as well as many of our worthy and distinguished citizens, can bear the most unquestionable testimony to the advantages and privileges of our public schools, to which His Honor the Mayor and many others are indebted for their entire school education, and which has given them fitness and character to fill positions of trust with dignity and success. It seems appropriate and just here to remark that great credit is due to Mr. Vinal, the architect of this edifice, for the genius and skill displayed in his plans and designs, so carefully and well conceived, and for so faithfully superintending the labor in construction, aided by able contractors and workmen.

This building has been erected in part to relieve the crowded condition of the Sherwin School, and will be occupied as a girls' school. It is only a few years since the education of our girls was regarded with comparative indifference. No provision was made for girls to attend the Grammar Schools till 1789. From that time to 1828 they were allowed to attend half the year only, viz., from the 20th of April to the 20th of October. Since 1828 ample provisions have been made for attendance throughout the year. Such has been the triumph of liberal ideas, that our daughters, as well as our sons, can now alike enjoy all the privileges for learning that our schools afford. The legitimate results of our common schools should be to send forth into active life, not only educated, useful, and energetic men, but also enlightened and cultivated women. Social enjoyment and intellectual culture are now made equally accessible to both sexes by our admirable system of public schools.

We to-day inaugurate and devote this school to the best female culture, believing that external beauty and interior adornments of school buildings tend to refine and cultivate the taste; and all these nicely arranged conveniences for comfort, and the happiness of the pupils, will surely interest and encourage them to noble endeavor, and will well fit them for prominence in social life, or for any department of useful and remunerative labor which they may be called to fill. We deem it fortunate for this school that Mr. Silas C. Stone, for many years the faithful and successful master of the Sherwin School, so well and favorably known in the neighborhood, has received the appointment as Principal of this school. If it is an axiom, "As is the teacher, so is the school," no school in the city limits will take higher rank than this one in all those attainments that give character and success in life. The prime factor in the prosperity of each individual school is the Principal, and no amount of itinerant supervision can supply his place. We wish for the honored master and all his efficient assistant teachers the highest happiness and the most gratifying results in their responsible and honored positions.

Mr. Chairman, I duly appreciate the honor the School Committee has

conferred on me by engraving my name on the walls of this noble building, — a building more complete and convenient in all its appointments than any grammar school-house ever before erected in this city. I desire most sincerely to thank the committee, not only personally for the honor conferred on me, but also in behalf of the teachers' profession, — a profession so noble and deserving of all honor. After forty-eight years of service as teacher, and after serving seven years as a member of the School Board, I shall close, officially and forever, at the end of this year, my connection with the Boston schools. Permit me, Mr. Chairman, in conclusion, to say that in all my past career as a teacher, and as a member of the School Board, I have ever conscientiously endeavored in all my methods and views in educational matters to sanction and sustain sound, thorough teaching. Though I may not consider all the educational theories of late advanced and adopted as wise and best, yet there is much to be commended in the present school management; and may we not hope, as time rolls on, that only such legislation in school administration shall prevail as will give to the schools of Boston a reputation, far and near, for thorough attainments and practical results in physical, moral, and mental training?

The Chairman stated that the Rev. R. C. Waterston, who was Mr. Hyde's Chairman for five or six years, was unable to be present. He then introduced Mrs. Waterston, who read the following letter : —

71 CHESTER SQUARE, Nov. 25, 1885.

To the Gentlemen of the Committee upon the Dedication of the New Hyde School-house : —

It is with sincere regret that I am unable to be present at the services of dedication which take place this day. The dedication of a new school-house is always a memorable event. It is in itself a public recognition of a great responsibility and trust. But in the present instance there is a peculiar feature. This school is to bear the name of one who for many years was a devoted and successful teacher. A greater tribute could not be paid to his unwearied labors and conscientious fidelity. This is the first time in the history of the city, I believe, that such an honor has been conferred, which gives to the fact a deeper significance and wider interest.

Having enjoyed the privilege of serving as Chairman of the Committee upon the Everett School while Mr. Hyde was head-teacher I had an opportunity, year after year, of witnessing his unceasing devotion to his work, not simply in his own department, but in every room and with

every teacher and class of the whole building. His influence was everywhere, directing and inspiring. From the youngest pupil to the oldest his energy and magnetic power were felt. All that was needed to be known in the instruction of the pupils he knew thoroughly, and he knew also how to impart that knowledge to others. But it was not simply imparting knowledge that was his purpose. He aimed at awakening a profound interest in it, creating in others (what he felt in himself) a real enthusiasm, kindling a fire which could not be quenched.

But even this was but the beginning. It was not mere knowledge that he considered, but the spirit in which such knowledge should be used and the purpose to which it should be devoted. Not intellect alone was the object of his thought, but character. And thus did he always aim to form noble women of all who were under his care.

What, then, were his characteristics? And what enabled him to accomplish so much? First, he was naturally bright and cheerful, never despondent or morose. This threw a flood of sunshine over every room into which he entered and into every heart that throbbed around him. There was no mystery about him; he was transparent as crystal. What he said he meant, and every pupil knew it. He was unselfish, and all felt that he sought their welfare. They were anxious to please him. Thus their studies were never a task, but a delight. It was all enjoyment. And, lastly, he was both conscientious, true to the highest sense of duty and full of life. Both intellectual and spiritual life radiated from his whole nature. This constantly kindled fresh life in every teacher and pupil. Thus did he aim to make not only good scholars, but true and generous and right-principled women. Thus was he not only a successful teacher, but a good citizen and a noble man, and worthy of this great tribute conferred this day. May the school ever be worthy of its name and a continued blessing to the city!

With high regard, faithfully yours,

R. C. WATERSTON.

The hymn "Come, Gentle Harmony," was sung by the choir. The Chairman then introduced Hon. Charles L. Flint, of the School Committee, who spoke as follows:—

ADDRESS OF HON. CHARLES L. FLINT.

For some months the schools in this vicinity have been overcrowded, and an effort to give them relief has not been made any too soon. The completion of this beautiful building, therefore, means the improvement of the schools in this vicinity; it means increased facilities for education

to a very large number of children; it means better air, better ventilation, more healthful surroundings, for the classes which have been ill-accommodated with unsuitable rooms, and so it means a higher intellectual life to large numbers of children who have been partially deprived of a portion of their birthright for want of the accommodations which the city so generously affords to its favored children. Moreover, it raises a fitting and noble monument to an accomplished teacher, who, through long years of labor, has endeared himself to hundreds of children and parents in this vicinity, who will remember him with gratitude as long as they live, tracing back to him a large share of their intellectual growth and mental inspiration, which they have derived from his paternal influence. Some men build imposing monuments for themselves during their lifetime, for fear, I suppose, that their heirs will make some other use of their money. But the men for whom monuments are built by the love and gratitude of their fellow-citizens are so very rare as to be exceptions to the common run of mortals. I congratulate, therefore, our friend, Mr. Hyde, upon his exceptional position. He can stand and look upon his monument with as much pride and satisfaction as if it had cost him \$40,000. And I congratulate the parents in this neighborhood upon their improved advantages for the education of their children. Every school-house, every church, every public library, every public institution which is designed to promote the intellectual growth of the people, adds essentially to the material wealth of every household over a very wide range. If you have a house within easy access of a good school that house is worth more, and it will sell for more from that very fact. But I sometimes think that we are apt to rely too much upon fine school-houses, upon accomplished teachers, and upon costly and elaborate plans for instruction. All these are important, to be sure, and by no means to be overlooked; but every teacher and every active member of a School Committee must realize and appreciate the far greater importance of sound discipline at home and sound instruction in the family. Our public schools can do much, but they cannot do all. They ought to be regarded as supplementary merely to the important influences of the home. Let us not confound instruction and education. Our public-school teachers can have their children at the most but five hours a day, and most of that time must be given to actual instruction, so that the influences which go to build up and ennoble character must come mainly from influences at home. We must give up our children to the more complete instruction of competent teachers. The children of our public schools are not self-reliant; they are not as self-reliant as are children brought up in the country, and for obvious reasons. They seem to wait to have knowledge poured into them, as if their minds were storehouses, when they ought to be

workshops. There is no plainer axiom than this, that the mind grows only by its own action. Our public schools can do much by way of aid in giving directions, but they cannot supply a lack of mental force. They must rely on home influences to stimulate ambition, to infuse energy, to awaken enthusiasm, and to create a love for the school itself. What we, as parents, can do to some extent is just this: we can stimulate mental activity in our children; we can do something to lead them to be more self-reliant; we can impress upon them constantly that they must work out their own salvation; that whatever we can do for them, that whatever teachers, or schools, or books can do for them, will amount to very little unless they learn to rely upon themselves. There can be no strong, stalwart, well-developed manhood that is obliged all the time to lean upon something outside of itself for support, and a true education ought to fit a man to meet emergencies, to fight the battle of life manfully, and to crown it with victory.

ADDRESS OF REV. A. A. MINER.

When, nearly forty years ago, I became a citizen of Boston I happily made the acquaintance of an aged man and woman, — Mr. and Mrs. Joe Turner, old residents of the North End when the North End had in it some of the first people of the city. They subsequently moved to the southerly part of the city. Almost every time I met them they seemed never to weary of speaking of Master Hyde. Who Master Hyde was, just at the beginning I did not know. But in the course of my parish call I chanced to meet Master Hyde, and was surprised to find that he was a member of Mrs. Turner's family. There are many edifices that look well on the exterior that do not bear examination on the inside; and I was the more impressed with the profound respect this venerable couple evidently bore to Master Hyde from the fact that they had known him in their family as well as in the position of the master of a Grammar School in their neighborhood. And all along those years, as I from time to time met Master Hyde, I more and more grew to respect his manifest earnest, moral, and Christian endeavor to carry forward the interests committed to his hands; and when, at a later period, he became my very near neighbor, and I had the privilege of becoming more intimately acquainted with him in the private walks of life, I got also an inside view, and I grew still more to profoundly respect Master Hyde. And so I am glad to be here to-day to bear my hearty testimony, from some considerable measure of acquaintance with Master Hyde personally, and with his work as a teacher, to the great service he has rendered the city of Boston; and I am sure if all men and women whose hearts abound in gratitude to him for his self-sacrificing and persistent labors on their behalf

could have been present to-day you would have witnessed an ovation the like of which Boston rarely has opportunity to perceive. I congratulate him, therefore, and the city of Boston, on the erection of this noble school building, than which, perhaps, there is no nobler Grammar School in the city. I congratulate Master Hyde and the city of Boston, as well as the youth who shall assemble here from time to time, year after year, on the erection of the noble building, and I honor the good judgment and the gratitude that have selected so fitting a name for it. I do not doubt that the spirit infused into this school will be such that good men and women can rejoice in it. Let there be no cliques, no castes, no race prejudices, no division into classes,—some persons would add, perhaps, except such as moral character would demand; but I will not add that.

ADDRESS OF REV. M. J. SAVAGE.

I simply stand here to add my testimony as a friend of the educational work of Boston and a friend of him who is honored and who honors the city and its work of education, and to let you know and to let him know that I care for what has been done. I feel a little personal pride as I look at this building, for it indirectly reflects a good deal of honor on me, for while thousands of people in Boston are pupils of Mr. Hyde, Mr. Hyde himself is one of my pupils, so that I have indirectly been educating the city of Boston to a large degree.

Mr. Savage concluded his brief address with remarks eulogistic of Mr. Hyde.

Other addresses were made by Professor Edwin P. Seaver, Superintendent of Schools, Mr. Larkin Dunton, Head-master of the Normal School, and others. The exercises closed with "Where art thou, beam of Light," sung by the choir.

DEDICATION
OF THE
MINOT SCHOOL-HOUSE.

DEDICATION OF MINOT SCHOOL-HOUSE.

The Minot School-house, situated at Neponset, was dedicated Friday afternoon, February 19, 1886. The exercises were held in the hall of the building, under the direction of the Committee on the Ninth Division, consisting of Mr. John W. Porter, Samuel Eliot, LL.D., and Mr. Henry Canning.

The exercises opened with the hymn "Songs of Praise," sung by a choir composed of pupils of the school, directed by Mr. Henry G. Carey, the special instructor in music in the school. Rev. Christopher R. Elliot offered prayer. After the singing by the choir of the "Unison Chorus," the Chairman introduced Mr. Samuel Kelley, who, in behalf of the City Council, presented the keys of the building to the Hon. Timothy J. Dacey, President of the School Committee. President Dacey, in a brief speech, presented the keys to the Chairman.

After expressing the warmest thanks to the President and the City Government for so commodious and elegant a building, the Chairman spoke as follows : —

ADDRESS OF MR. JOHN W. PORTER.

The building of a new school-house in this place is not such an everyday occurrence as to be passed over lightly, for, although this part of the town of Dorchester was settled by the "Minots" and "Pierces" in 1631, and a free public school was established by the town in 1639, this is but the third public school-house erected in Neponset; the town of Dorchester having built two, and now the city of Boston has given us this one.

The very name of this place, Neponset Village, is of the present century, as the settlement at the "Lower Mills" was known as Neponset or

Neponset, as they used to spell it until 1802, when the bridge across the river at this place was built, and called "The Neponset Bridge," and, in the words of the historian, "The naming of this bridge gave a name to the village, which soon sprang up there, at the expense of the village at the Lower Mills, which had been known as Neponset upwards of one hundred and seventy years."

The first public school in Neponset was established within the memory of some of those who hear me speak, and there is at least one lady yet living here who was born in this village, whose school-days were spent in private schools, there being no other in the place at that time. Among the teachers of this private school was Miss Mary Stetson, who became my aunt by marriage, and whom I remember as a most lovely and intelligent woman.

In November, 1831, only fifty-five years ago, the inhabitants of Neponset made a request to the town for assistance in supporting a school, and, in March following, a committee reported "that said village contained twenty-four families, and thirty-four children, mostly females, of the proper age to attend school; but, being about one and a half miles distant from any town school, they were in a measure deprived of public instruction, especially in the winter season." The town granted one hundred and fifty dollars yearly to aid in the establishment of a public school.

This school was taught in a building which was bought for the purpose by six gentlemen of the place. It was a one-story building, and was moved from near Upham's Corner, some two miles, to the open land very nearly in front of the place where the Baptist church now stands. The Baptist church was built in 1838, and about that time the town of Dorchester built a one-story school-house on the lot adjoining the church land on the easterly side, and established a primary school. It was voted by the School Committee that all the primary schools be taught by females, whose compensation should be \$3.25 per week.

This was the only public school in Neponset in 1846, in which year I came here as a clerk in a lumber-yard. In 1848 an intermediate school was established, and a second story was added to the school-house for its accommodation. This was then named the "Neponset School." In 1853 a new primary school was opened in the vestry of the church (now the Unitarian church, on Walnut street), and named the Stoughton School. In 1855 the new school-house from which we have moved into this one was erected by the town, and the Neponset and Stoughton schools were united, and called the Washington School. I remember that at the time we were very proud of our new school-house, although in these days it seems lacking in many things needful for comfort and convenience. When, in 1870, Dorchester was annexed to Boston it became necessary to change the name of this

school, as there was already one Washington School in the city; and it happened that, as the member of the School Board living in this district, the suggestion came from me that this school be named the Minot School in honor of George Minot — who first occupied the land upon which this building stands — and of his descendants, one of whom, Mr. Nathaniel Minot, once kept the tavern which stood for so many years upon this very ground.

The following sketch of the Minot family has been taken principally from the history of Dorchester, published by the Dorchester Antiquarian Society: —

“ Minot.

“ The name is Roman, and still to be found in Italy, also in Normandy, France (the Jacqueminot rose being named after General James Minot of France), and again found on the opposite shore from Normandy, France, in England, Essex County. Lawrence Minot was a contemporaneous poet with Chaucer, and his published book of poems of the year 1352 is still to be found in our libraries; and Thomas Minot, secretary to the Abbot of Walden, of Saffron Walden, Essex, England, was the father of Elder George Minot, born August 4th, 1594, who sailed in the ship ‘ Mary and John ’ from Plymouth, England, arriving May 30th, 1630, and settling at Neponset, Dorchester, where descendants of the name and family to this date, 1886, have always resided.

“ George Minot was the owner of the largest part of Neponset, all of Squantum, and of a portion of Quincy, formerly Dorchester, and his descendants still continue owners of a portion of the original holdings. He was a Selectman of Dorchester from its organization, and a ruling Elder of the church for some thirty or forty years, dying 24th December, 1671, in his 78th year. His son served in King Philip’s war of 1676, as an officer, and as Lieutenant of the Dorchester Company of seventy-five persons, who left October 3, 1690, with the military force for Canada, for the purpose of capturing Quebec. A descendant, George Minot, of Concord, as Captain, commanded his company at the first battle or fight at the Bridge at Concord, 19th April, 1775. Colonel James Minot was in command, from 1756 to 1786, of the provincial troops, of graduates of Harvard College, commencing with 1675, some twenty-two in number, very many of whom were distinguished in military, civil or religious life.”

Therefore we feel that we have given this school a good name, and hope, most sincerely, that it will prove worthy of the same in the future, as in the past.

The old town of Dorchester claims to have established the first free public school in this country which was supported by a direct tax or

assessment upon the inhabitants of a town, and from 1639 to the present time such schools have been continuously maintained in the good old town, and have enjoyed the generous support of all people.

In the first days of the town Church and State were pretty closely united, and the ministers were often both preachers and teachers.

The death of the Rev. Richard Mather, the third pastor of the First Church, is recorded in the church records in these simple, but expressive, words: "The Rev. Richard Mather, *teacher* of the church of Dorchester, rested from his labours." He had been their teacher forty-nine years; and, Mr. Ward, in giving these keys to you, placing the care of this building and this school in your hands, and feeling that your long experience as principal, and my long acquaintance with you, render many words from me entirely unnecessary, I shall leave them with you, using the words of the old teacher, which he left behind as a "judicious hint to those who might follow him."

"Oh that all school masters," he says, "would learn Wisdom, Moderation and Equity toward their scholars, and seek rather to win the hearts of Children by righteous, loving and courteous usage than to alienate their minds by partiality and undue severity."

And now, with great confidence in you, and the strongest hopes for your success with this school, these keys are given to you, and this building is placed in your charge.

The principal responded as follows:—

ADDRESS OF MR. JOSEPH T. WARD, JR.

Mr. Chairman:—In accepting the keys of this new and beautiful building my mind goes back to the time, now thirty years ago, when the people of this district were assembled, as they are to-day, to dedicate a new school-house,—the building on Walnut street, from which we have just emigrated. I remember very well the mingled awe and curiosity with which at least one urchin then regarded all the dignitaries there assembled, but more particularly the gentleman who had been appointed by the committee to succeed the kind and motherly lady who had hitherto guided our wayward steps. Nine years later, in April, 1865, the pupils of the school were again making a minute and critical survey of a "new master," and, as Holmes has it, "I was myself the interesting case."

It is now twenty-three years since I entered the profession of teaching, of which time twenty-one years have been spent in the service of this community; but, although time and experience may have given increased facility in the performance of my duties, and mended, I hope, some of the faults of youth, they have not diminished the feeling of responsibil-

ity attendant upon the arduous and absorbing work of training the youthful mind and heart and conscience. No teacher, or corps of teachers, can support without assistance the burden of this grave responsibility. We must look to you, gentlemen of the committee, and to you, the parents and guardians of these children, for sympathy and coöperation in our difficult and perplexing, yet fascinating and often delightful, task. Be assured that on our part we shall spare no labor or pains to forward the good work in which we ask your aid and comfort. Admitting, as we must, that the school is not the only agency, nor indeed the chief agency, in the whole education of the child, we pledge our constant and earnest endeavors to do well our part in accomplishing the great end of that education; that, beside the information and the intellectual sharpening which may be given to the pupils under our charge, they may also acquire habits of industry, punctuality, obedience, truthfulness, a thoughtful and generous regard for the rights of others, a quick and sensitive conscience, that shall give its owner no peace while a duty remains unperformed, or a wrong unrepented and unatoned.

In discharging the many and varied duties of the teacher's profession it must inevitably happen that we shall make some mistakes, and the results of our instruction may sometimes be disappointing to you as well as ourselves; but we shall always try to do the right as we are able to see it, and to deserve the honorable title of good teachers, and with the cordial coöperation of a good committee, good parents, and good children, we may hope that this will not fail to be a good school, where teachers and pupils, pleased and happy with each other and with their work, shall achieve the success that comes from undiverted energies and perfect sympathy.

Other addresses were made by Samuel Eliot, LL.D., Rev. W. H. Fitzpatrick, Rev. Mr. Barrows, of Middletown, Conn., Mr. Edwin P. Seaver, Superintendent of Schools, Mr. John Kneeland, Supervisor of Schools, Mr. George B. Hyde, and others. The exercises closed with the chorus, "The Storm," sung by the choir.

DEDICATION
OF THE
MARTIN SCHOOL-HOUSE.

DEDICATION OF MARTIN SCHOOL-HOUSE.

The Martin School-house, on Huntington avenue, was dedicated Friday afternoon, November 12, 1886, under the direction of the Committee on the Seventh Division, consisting of Mr. James S. Murphy, Chairman; Mr. John C. Crowley, Rev. Raphael Lasker, Mr. William C. Williamson, and Mr. Gerald Griffin. The large hall of the building was filled with distinguished people, friends of the gentleman for whom the school was named, prominent citizens, school officials, parents and friends of the pupils. On the platform were Hon. A. P. Martin, Governor Robinson, Mayor O'Brien, Hon. Oliver Ames, Hon. Alexander H. Rice, Rev. Minot J. Savage, Calvin A. Richards, Esq., Members of the School Committee, Prof. Edwin P. Seaver, Superintendent of Schools, Larkin Dunton, LL.D., of the Normal School, and principals of several of the public schools.

The exercises were begun by prayer, offered by Rev. Minot J. Savage. A choir of the school pupils sang, under the direction of Mr. Joseph B. Sharland, instructor in music. Mr. Charles R. Adams sang "The Children's Kingdom."

Mr. James S. Murphy, the Chairman, stated that in the absence of the chairman of the Committee on Public Buildings, he would call upon Mayor O'Brien to represent the city.

ADDRESS OF HIS HONOR MAYOR O'BRIEN.

Mr. Chairman, Ladies and Gentlemen:—I have no hesitation in taking the place of the chairman of the Committee on Public Buildings, because, in common with him, it has been my duty to watch over the

erection of this building. I am sorry to say that there was more or less delay in its erection and completion, but I feel that the delay was unavoidable. I consider the dedication of a school-house a most important event. When you consider that your children will be confined in this building eight or ten years it is important to you, and important to all our citizens, that our buildings should be constructed properly. I know more or less fault is found with the costly structures that we put up for our schools; but I believe that our school-houses not only should be substantial, but they should be ornamental and attractive to the eye. The mental culture of the students will be all right; but our school-houses should be built so that their physical development should be sure and certain, and to attain this end the buildings should be well lighted, heated, and ventilated. It is rather expensive, this building of school-houses just at the present time, to the city of Boston. Boston proper has ceased growing. If you look at the statistics of population now and four or five years back you will see that Boston proper has scarcely increased in population for several years. The suburbs are growing rapidly, and it is necessary to provide school-houses for them. I know that the Governor of the State is anxious to leave at an early hour, and I know that other eloquent gentlemen are to address you. In closing, I will simply say that it gives me great satisfaction to be here, because your school-house is named after a distinguished citizen of Boston. He was my worthy predecessor in office, and it is principally to honor him that I am present this afternoon. I hope this school will continue to grow, and that it will be an ornament to our city.

Mayor O'Brien then presented the keys of the building to Chairman Murphy, who, in accepting them, spoke as follows:—

ADDRESS OF JAMES S. MURPHY, ESQ.

Mr. Mayor, Ladies and Gentlemen:—I regret that the absence of the chairman of the School Board compels me to take his place as well as my own, but a very important law-case in court keeps him away. Under the circumstances, Mr. Mayor, it gives me great pleasure to accept direct from you this trust, and to assure you, in behalf of the School Committee of Boston, as well as in behalf of the Committee of the Roxbury District, that we will fulfil our trust to the best of our ability. I make this promise the more surely because I know the school-master and his assistants will always endeavor to get the best results.

We needed this school-house very much, Mr. Mayor. This district extended from the Boston & Providence Railroad to Brookline. For many years the master has worked at arm's length, and when he has succeeded, with the assistance of his teachers, in keeping it up with the other schools of this city, I think you will acknowledge with me that he has done his share of the work. A beautiful school and a good corps of teachers are necessary for the success of this work in Boston; but, besides these, your sympathies, fathers and mothers of this district, are needed. The work of the school lasts but a few hours per day. The influence of the school is much, but the influence of the home is much more; and when we give you a good school and good teachers we hope and believe that we can expect from you at all times your best sympathy and assistance.

The work of the teacher and the parent are both necessary in building up the new men and women into good citizens of our city, Mr. Mayor, and of our State, Mr. Governor. Mr. Principal, it gives me much pleasure to hand you these keys. Go into the building, and do such work in the future as you have done in the past, and men and women of personal worth and public usefulness will be the result.

Mr. Hill responded as follows : —

ADDRESS OF CHARLES W. HILL, ESQ.

I accept these keys with a very grave sense of the responsibilities involved in their possession. I thank you, Mr. Chairman, for the very kind words with which you have been pleased to clothe this official act, and in the presence of these friends I wish also to thank you and your associates on the committee for the kindness and courtesy with which my plans, suggestions, and requests have been listened to and complied with, both in the management of the parent school and the organization of this. If you have felt that my requests were for my school, rather than for myself personally, I am very glad; but, most of all, I want to thank you for the able, harmonious, and enthusiastic corps of teachers you have associated with me as the teaching force of this school. It is to me a pleasant thought that I do not stand here to-day a stranger to the committee, the community, or to my work. Eighteen of the best and happiest years of my life have been spent in the service of this and adjoining districts. In assuming charge of this new and palatial building, and taking, in some respects, a fresh start in my work, I have no new theories to test, or wonderful plans to develop. In the management of this school I shall aim to be what I have always sought to be, — a progres-

sive conservative, rejecting nothing simply because it is new, retaining nothing only because it is old.

The times in which we live call for peculiar care in the management of school and other public affairs. Everything in the material and social order is passing under scrutiny. It is a restless and questioning age, and these characteristics pertain to educational affairs in a marked degree. Some facts and deductions which have been regarded as fundamental seem in danger of losing their place, and that which is built upon them is toppling over. Counter-theories and real or supposed facts are taking their places as fundamental, and we must build accordingly. Now, in all this unrest, there is danger that we let go that which is really valuable, and adopt that which will lead to harmful results. It will be the policy of the management of this school to hold on to that which has been tried and found good until quite sure that something better has come to take its place.

These keys which you have placed in my hands will give us free access to all parts of this structure. Its outer and its inner doors will open at our bidding; but there are to be structures within this structure—temples within this temple. Each child who enters here is such a temple. Where shall we find the keys which will unlock these doors and give access to these inner rooms, which will enable us to pour light in upon these sometimes dark and winding stairways? Such keys can only be found in a reverent, patient, and individual study of the child mind. Such keys come direct from the Great Architect into the possession of the teacher who is worthy to receive them. May we be found worthy! Happy is that teacher who sits before no barred and bolted doors, who has free access to the minds and hearts of all his pupils.

Parents, the city has placed in my hands the keys of this building. You are about to commit to my care the choicest treasures of your homes. I thank you for coöperation and generous confidence in the past; I earnestly ask for the same in the future. Let us work together to the end that this generous outlay on the part of the city for the sole benefit of your children may be utilized to the very best advantage.

To-day, as never before, I realize the delicacy, the importance, and the dignity of my work. It is a work which an angel might covet, and from which he might also shrink. I pray you, committee, parents, and friends, to remember that we teachers are of human mould and subject to human imperfections; but, such as we are and have, we give ourselves, the best there is of us and in us, unreservedly, to the great work committed to our care. Unitedly working, with singleness of purpose, we hope to cause this school to take honorable rank in the goodly fellowship of the Boston schools, to which it has now been admitted. We hope to make it, in some degree, worthy of your care and regard; worthy of the grand

old city, our foster-mother; worthy of the distinguished citizen whose name it bears, and whose kind liberality we have already shared; worthy of the grand possibilities of the age in which we live.

We hope and expect to be very happy in our work ourselves, and to make the children happy in theirs; and, as they go out to fight this battle of life from which there is no exemption, it is our highest ambition that we may have been of some help to them more easily to find and more gladly to follow along those paths which lead through usefulness, honor, rectitude, and noble service in life, up to the gates of everlasting joy in the Father's presence.

The Chairman then introduced Gen. Martin, for whom the school had been named.

ADDRESS OF HON. AUGUSTUS P. MARTIN.

Mr. Chairman, Ladies and Gentlemen: — I have looked forward to this day with mingled feelings of diffidence and satisfaction; of diffidence, because I knew how difficult it would be for me to stand in this presence, on an occasion fraught with such personal interest to myself, and command words which should properly and fittingly acknowledge the great compliment that has been bestowed upon me by the courtesy of the School Committee of the city of Boston, over which I had the honor to preside one year as chief magistrate of the city and *ex-officio* president of the school board, and of satisfaction that such a magnificent structure, dedicated as it is this day to the cause of learning, should bear my name.

I am free to confess, and proud to acknowledge, that there is no monument of brass or marble that can be erected in honor of any man which can compare in beauty, in character, or in permanence, with the honor of being identified for years, and perhaps for all time, with a system upon which the superstructure of our government is founded, and on which the free institutions of this country must forever rest, — a system which we have inherited from our sturdy ancestors, who gave us the blessings of liberty and declared that all men are born free and equal. If there is a doubt lurking in the mind of any man as to the absolute truth of that declaration in the administration of our laws, certainly there can be no question as to the perfect and unqualified enforcement of that principle in the conduct of our public-school system.

There is no law of the State or rule of the School Board that gives the child of the rich any advantage whatever over the child of the poor man, even down to the color of the cover that shall be used on the text-book, for the Legislature of Massachusetts has recently declared, in the form of a statute, that the city shall furnish text-books to all alike and free of

cost. It only remains now for the pupil to take such rank and position as he or she may elect by personal application and industry in the race for excellence, which can only be attained by an honest and upright performance of individual duty. Every child that takes a seat under this roof is the equal of every other child, and none can rise above another in rank, distinction, or position as a scholar, without that merit or excellence in study and application which entitles one to such superiority. While individual advancement may be more or less restrained during the period devoted to education, on account of the inflexibility of the rule which requires that every child shall follow a certain line of study, whether it is agreeable to his or her taste, and may retard some of equal ability with another, yet the discipline and training which it gives to the scholar are of great advantage in the broader field of life when a practical application is made of the knowledge which is acquired at school. Here children pursue exactly the same course of study, there is nothing left to the individual taste or inclination; but when they leave school or graduate each must follow his own pursuits in his own way. No two will travel the same road or have anything like a similar experience.

Each must build for himself or herself. As the poet Longfellow has most beautifully and aptly expressed it in those familiar lines:—

“ All are architects of fate,
Working these walls of time;
Some with massive deeds and great,
Some with ornaments of rhyme.

“ Nothing useless is or low,
Each thing in its place is best;
And what seems but idle show
Strengthens and supports the rest.

“ For the structure that we raise
Time is with materials filled;
Our to-days and yesterdays
Are the blocks with which we build.

“ Build today, then, strong and sure,
With a firm and ample base;
And ascending and secure
Shall to-morrow find its place.”

There is, perhaps, no mistake of the young more common than that of supposing that extraordinary talents are necessary to one who would achieve more than ordinary success in life. Some one has said that

"genius is only a capacity for hard work." The first law of success at this day, when so many things are clamoring for attention, is concentration; to bend all the energies to one point and go directly to that point, looking neither to the right nor to the left. It does not always follow because a boy was a good scholar that he will be successful in whatever he undertakes in life; nor is it always necessary that a man who has been successful should have been liberally educated. But the successful man who has improved the opportunities for education has a superior advantage over the man of limited knowledge. I do not mean by education just what a boy or girl may learn in school, as that only puts them in training for an education which fits them for the varied and perplexing duties of life; for their education has only really begun while at school, and unless they avail themselves of the opportunities for study in later years they will fall behind those who are more industrious and persevering, which is the price of success in life. Experience has proved that the men who are the most active, men who appear never to have a spare moment, become the most useful and distinguished in public life, and make the most valuable members of society. It has been truly said that "every person has two educations, one which he receives from others, and one, more important, which he gives to himself." Education, whether self-acquired or imparted by others, is the most excellent attainment, as it enlarges the capacities of the mind, promotes their improvement, and renders a man respectable in the eyes of society.

The object of school instruction is to discipline the mind and develop the mental faculties; to prepare children for the highest citizenship and the larger duties of life. The more intelligent and better educated society becomes, the higher will be the standard required to meet the demands of such a position. But, in addition to education, there is one more element which is essential to a proper development of the duties of a citizen, and that is character, which is the crown and glory of life. It is the noblest possession of man, constituting a rank in itself, and an estate in the general good-will, dignifying every station and exalting every position in society. It exercises a greater power than wealth, and secures all the honors, without the jealousies, of fame. It carries with it an influence which always tells, for it is the result of proved honor, rectitude, and consistency, — qualities which, perhaps, more than any other, command the confidence and respect of mankind. When we look at the construction and arrangements of this building, with all its modern conveniences and improvements, and as we consider the care that has been taken in selecting the masters and teachers for this school, and the fidelity, earnestness, and impartiality with which the members of the School Board attend to their duties, I am sure that, with such accommodations

and under such supervision and encouragement, this school will rank among the best of this grand old city of Boston, which I think can safely be said are unequalled by those of any city or town in this or any other country.

If I were asked to formulate a maxim for this school it would be this: "Education is the most excellent attainment, and character, with the moral courage to do right, is the crown and glory of life." Let me say to those who are to receive the benefits of this school that no virtue or achievement in this world, whether in society, art, science, literature, or the marts of trade, can be acquired in a moment, but step by step.

As the poet has expressed it: —

" One step at a time, and that well placed,
We reach the grandest height;
One stroke at a time, earth's hidden stores
Will strongly come to light;
One seed at a time, and the forest grows;
One drop at a time, and the river flows
Into the boundless sea.

" One grain of knowledge, and that well stored,
Another, and more on them,
And, as time rolls on, your mind will shine
With many a garnered gem
Of thought and wisdom. And time will tell
'One thing at a time, and that done well,'
Is wisdom's proven rule."

Governor Robinson was next introduced, and spoke as follows: —

ADDRESS OF HIS EXCELLENCY GOVERNOR ROBINSON.

Mr. Chairman, Ladies and Gentlemen:— Choice recollections come to me to-day of the time away back when the foundation of all the success I have made in life was laid. My recollection takes me back to the old days on the hill yonder, where no such temple as this was reared, where no great sums of money were freely given that all the children might enjoy all the benefits you do to-day. There, in the little, low-roofed school-house on the hill, not rejoicing even in a coat of paint, decorated with the work of the jack-knife, — there we wrought out the destiny of the future. From those humble places have come men and women who have not only been a satisfaction to themselves, but a

credit and safeguard to society. My thoughts went through me vividly as I sat here wondering whether, after all, we are really looking down into the future with greater promise of success than we realize in the present. From little beginnings, which all of us on this platform know out of our experience, and which many of your fathers and mothers have experienced, — from just such little beginnings, smaller than we know to-day, has this great community, this great State of ours, gone on until now it is without a superior in the world.

So I say we may well hold our breaths and wonder whether, as we look forward two hundred years more in Boston, we can say with certainty that the end attained will be sufficiently great to justify the outlay made here and now. And yet I believe it. I fully know it. I know equally well that the great body of men and women blessed with these opportunities are rejoicing with their whole hearts because these little children are placed under the blessed light of general and liberal instruction. Fathers and mothers, you that own these children, you do not regard them in the light of dollars; you reckon not their strength of muscle nor claims of ancestry, but regard your little ones as the dearest and best of all to you, the light of your lives and the harbingers of all your love. And when we have regard for the peace and prosperity and success of our families, and for the proper constitution of the society which goes to make up our cities and towns in the State, what shall we say, only that the children shall have the best possible opportunities. The State has always recognized that the children shall be educated freely and abundantly at the public charge, because in a little while you and I will be gone and forgotten and they will be the State.

It is proper, indeed, that Massachusetts should be present to-day, and all that there is of her is present here and now. It is but temporary; it will be somebody else pretty soon, and it is the glory and success of our Commonwealth that it is not always in the hands of any one man, for the whole is greater than any of its parts. We sometimes think that if we step aside something will stop and have to wait until we come back. No, no. Drop a pebble in the ocean and it disappears in the great mass of water; we vanish from society, and somebody gathers up the impression and makes the expression, and the affairs of the whole are not disturbed. Massachusetts has always shown regard for every undertaking of an educational character. She is always proud of any success that our capital city of Boston makes in the development of the cause of education.

When I came down from the country in 1884 to take charge of the government of the State it was my pleasant good-fortune to make the acquaintance of the chief executive officer of the city of Boston, and I want to say out loud that the relations which then existed between the city and

the State — though not more cordial than at present — I wish to say were of the highest delight and satisfaction of both. It is pleasant to know that the foundation of this school-house was laid in contemplation of a name that should bring to it honor. The gentleman whose name it bears was not born in wealth, I believe, and, so far as I know, was not educated in college; but he is known as a successful business man, and a clean, honest gentleman. It is an honor to be Mayor of Boston; it is an honor to be deserving of being Mayor of Boston; it is an honor greater than all to have a man who commands the confidence and respect of every person who knows him. I read on yonder tablet as I came in, "The Martin School." This school, where children's minds are to be trained and educated, is named for a man well known in this community. You will study history in this school, but you cannot study the life-record of your country without becoming familiar with the work done by General Martin on the field of battle. He runs no risk in putting his name before the children, because he will do nothing to disgrace the grand record he has made.

The following original Dedication Hymn was then sung by the choir: —

DEDICATION HYMN.

WORDS BY MISS MARY C. CROWLEY. MUSIC BY MR. J. B. SHARLAND.

Lo! a temple reared to learning!
 The wide portals now unbar,
 That the mind for wisdom yearning
 May descry its lamp afar.
 Ope the treasure-house of knowledge,
 Let the model people's college
 Be to youth a guiding star.

By the mystic gate-way enter
 Unto science' border-land,
 Ye, in whom our bright hopes centre,
 Welcome, childhood's happy band!
 Here Bostonia, of her store,
 As a mother doth outpour
 Gifts to ye with bounteous hand.

Children, aye, the Nation's story
Shall for ye be here unrolled;
May her heroes' deeds of glory
Be upon your hearts inscrolled.
Learn ye to revere her name,
Ye shall make her future fame,
Ye her banner proud uphold.

We would raise a noble fane,
Building not of stone or clod;
Form the mind and spirit twain,
Rear the child of Freedom's sod.
Loving honor, virtue, truth,
A fair temple of our youth,
For our country and our God.

After an address by the Hon. Alexander H. Rice the following original ode, written by Rev. M. J. Savage, was sung by Mrs. L. F. C. Richardson, Miss Annie H. Lord, Mr. Charles R. Adams, and Mr. J. Benzing. Mr. Howard M. Dow acted as accompanist.

ODE.

REV. MINOT J. SAVAGE.

The earth is God's great palace;
The clouds its curtains are;
The mountains are its pillars;
'Tis lit by sun and star.
Wide o'er the lands and oceans
Is stretched the blue sky-dome,
And in this wondrous palace
God's children are at home.

Each room within this mansion
Holds wonders rich and rare, —
The work of unseen artists,
Divinely great and fair.

In these rooms, too, are waiting,
For those who dare aspire,
Life, pleasure, greatness, goodness,
And all that men desire !

But all these rooms are hidden ;
Close shut is every door ;
And each must learn the secret
These treasures to explore.
A purpose high and earnest
In every heart must be,
Then every door will open
To knowledge as the key.

This house is built, O children !
These teacher-guides are here,
That you all rooms may enter,
And find all secrets clear.
Through earnest, patient labor,
Each one may win success ;
Door after door will open,
God's palace you'll possess !

Addresses were made by Prof. Edwin P. Seaver, Superintendent of Schools, Mr. George B. Hyde, Larkin Dunton, LL.D., and Mr. Calvin A. Richards.

The exercises closed with "The Psalm of Life," sung by Mrs. L. F. C. Richardson, Miss Annie H. Lord, and Mrs. H. H. Sawyer.





